

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Centers for International Business Education

CFDA # 84.220A

PR/Award # P220A180020

Grants.gov Tracking#: GRANT12650704

OMB No. , Expiration Date:

Closing Date: Jun 13, 2018

PR/Award # P220A180020

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

There were problems converting one or more of the attachments. These are: 1236-2. CIBE Assurance Form-Signed.pdf

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/13/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

CA

8. APPLICANT INFORMATION:

* a. Legal Name:

Loyola Marymount University

* b. Employer/Taxpayer Identification Number (EIN/TIN):

1951643334A2

* c. Organizational DUNS:

0729462390000

d. Address:

* Street1:

1 LMU Drive

Street2:

University Hall, Suite 4900

* City:

Los Angeles

County/Parish:

Los Angeles

* State:

CA: California

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

900452659

e. Organizational Unit:

Department Name:

Management Department

Division Name:

College of Bus Administration

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Ms.

* First Name:

Alice

Middle Name:

Martini

* Last Name:

Doyle

Suffix:

Title:

Assistant Director

Organizational Affiliation:

Office of Research and Sponsored Projects

* Telephone Number:

3103384599

Fax Number:

3103385193

* Email:

orsp@lmu.edu

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.220

CFDA Title:

Centers for International Business Education

* 12. Funding Opportunity Number:

ED-GRANTS-051418-001

* Title:

Office of Postsecondary Education (OPE): Centers for International Business Education Program CFDA Number 84.220A

13. Competition Identification Number:

84-220A2018-1

Title:

Centers for International Business Education 84.220A

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Developing Future Global Business Leaders to Increase Global Competitiveness of U.S. Companies

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="1,074,117.00"/>
* b. Applicant	<input type="text" value="1,018,984.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,093,101.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Loyola Marymount University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	127,373.00	130,745.00	134,217.00	137,794.00	0.00	530,129.00
2. Fringe Benefits	35,537.00	36,478.00	37,447.00	38,444.00	0.00	147,906.00
3. Travel	15,000.00	15,000.00	15,000.00	15,000.00	0.00	60,000.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual						
7. Construction						
8. Other	67,000.00	67,000.00	67,000.00	67,000.00	0.00	268,000.00
9. Total Direct Costs (lines 1-8)	244,910.00	249,223.00	253,664.00	258,238.00	0.00	1,006,035.00
10. Indirect Costs*	17,593.00	16,738.00	16,693.00	17,059.00		68,083.00
11. Training Stipends						
12. Total Costs (lines 9-11)	262,503.00	265,961.00	270,357.00	275,297.00	0.00	1,074,118.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 06/01/2017 To: 05/31/2023 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): Department of Health and Human Services

The Indirect Cost Rate is 43.90 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

PR/Award # P220A180020

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
Loyola Marymount University	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	103,838.00	156,301.00	183,097.00	188,590.00	0.00	631,826.00
2. Fringe Benefits	28,971.00	43,608.00	51,084.00	52,616.00	0.00	176,279.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual						
7. Construction						
8. Other	0.00	0.00	67,700.00	67,700.00	0.00	135,400.00
9. Total Direct Costs (lines 1-8)	132,809.00	199,909.00	301,881.00	308,906.00	0.00	943,505.00
10. Indirect Costs	10,625.00	15,993.00	24,150.00	24,712.00	0.00	75,480.00
11. Training Stipends						
12. Total Costs (lines 9-11)	143,434.00	215,902.00	326,031.00	333,618.00	0.00	1,018,985.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Alice M Doyle	Assistant Director
APPLICANT ORGANIZATION	DATE SUBMITTED
Loyola Marymount University	06/13/2018

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="Loyola Marymount University"/> * Street 1 <input type="text" value="1 LMU Drive"/> Street 2 <input type="text" value="University Hall, Suite 4900"/> * City <input type="text" value="Los Angeles"/> State <input type="text"/> Zip <input type="text" value="900452659"/> Congressional District, if known: <input type="text"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="U.S. Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Centers for International Business Education"/> CFDA Number, if applicable: <input type="text" value="84.220"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="Not Applicable"/> Middle Name <input type="text" value="Not Applicable"/> * Last Name <input type="text" value="Not Applicable"/> Suffix <input type="text"/> * Street 1 <input type="text" value="1 LMU Drive"/> Street 2 <input type="text" value="University Hall, Suite 4900"/> * City <input type="text" value="Los Angeles"/> State <input type="text"/> Zip <input type="text" value="900452659"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="Not Applicable"/> Middle Name <input type="text" value="Not Applicable"/> * Last Name <input type="text" value="Not Applicable"/> Suffix <input type="text"/> * Street 1 <input type="text" value="8376 Kenyon Ave"/> Street 2 <input type="text"/> * City <input type="text" value="Los Angeles"/> State <input type="text"/> Zip <input type="text" value="90045"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Alice M Doyle"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="Alice"/> Middle Name <input type="text" value="Martini"/> * Last Name <input type="text" value="Doyle"/> Suffix <input type="text"/> Title: <input type="text" value="Assistant Director, ORSP"/> Telephone No.: <input type="text" value="3103884599"/> Date: <input type="text" value="06/13/2018"/>		
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NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1248-LMU CIBE Section 427 General Educatio

Add Attachment

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LMU CIBE
Section 427 General Education Provisions Act (GEPA)

Loyola Marymount University (LMU) is committed to providing an environment that is free of discrimination and harassment; ensuring all program beneficiaries equitable access to and participation in CIBE programs regardless of gender, race, national origin, creed, color, disability, sexual orientation, or age. This is accomplished through an information dissemination process aimed at all constituencies, a bias-free selection process, and guiding principles that value all people and their potential contributions to the program, the campus, and to society. The university recognizes the important contribution a diverse community of students, faculty and staff makes toward the advancement of its goals and ideals. Therefore, LMU is strongly committed to building a diverse community and to improving opportunities for groups that may be underrepresented through equal opportunity. With this in mind, we have established an Intercultural Committee, embracing diversity and reflecting it in how we live our mission.

Both in accordance with the General Education Provisions Act (GEPA), and the LMU's policy of equal opportunity and non-discrimination, LMU assures that CIBE program participants are provided equal access to programs. We have determined that the six barriers highlighted in GEPA section 427 and others will not prevent students from participating in the CIBE program being proposed for federal funding. In addition, the University provides reasonable accommodation of qualified individuals with mental and/or physical disabilities and LMU campus facilities are fully accessible to persons with disabilities, including entrances and exits, and access to all classrooms.

As part of the program design, steps will be taken to ensure barriers that can impede equitable access to participation in the CIBE program at LMU are removed, by implementing strategies for this purpose. For example, one strategy to remove barriers is to follow LMU guidelines for hiring procedure and practices. Another strategy ensuring equal access to the program, is to actively recruit and enroll students without regard to race, gender, national origin, color or disability.

LMU CIBE
Section 427 General Education Provisions Act (GEPA)

The CIBE management team will be informed of the GEPA provisions, enacted as part of the Improving America's School Act of 1994 (Public Law (P.L.) 103.382. All media used to communicate with potential participants will clearly adhere to the GEPA provisions.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Loyola Marymount University

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms. * First Name: Alice Middle Name: Martini
* Last Name: Doyle Suffix:
* Title: Assistant Director

* SIGNATURE: Alice M Doyle

* DATE: 06/13/2018

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	<input type="text" value="Yongsun"/>	<input type="text" value="Martini"/>	<input type="text" value="Paik"/>	<input type="text" value="Ph.D."/>

Address:

Street1:	<input type="text" value="1 LMU Drive"/>
Street2:	<input type="text" value="Center for Asian Business, Hilton 215"/>
City:	<input type="text" value="Los Angeles"/>
County:	<input type="text" value="CA"/>
State:	<input type="text" value="CA: California"/>
Zip Code:	<input type="text" value="900452659"/>
Country:	<input type="text" value="USA: UNITED STATES"/>

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="3103387594"/>	<input type="text" value="3103387790"/>

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

[Add Attachment](#)

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Developing Future Global Business Leaders to Increase Global Competitiveness of U.S. Companies

Loyola Marymount University's Center for International Business Education (LMU CIBE) will provide critical resources, instruction, research, and community outreach to equip students and businesses with state-of-the-art knowledge and skills for international competitiveness and global leadership. LMU has distinguished itself with a reputation for educating future leaders who not only increase the global profile of U.S. companies but also maintain high ethical standards in the international marketplace.

LMU CIBE focuses on the following four themes: 1) innovative global marketing; 2) global talent development and foreign business language education; 3) international entrepreneurship; and 4) global sustainability and business ethics. By meeting the criteria and priorities, including both competitive and invitational preferences of the CIBE program, LMU CIBE programs and activities provide experiential and transformative learning to students through international internship programs in collaboration with business community focused on global marketing and talent management and international entrepreneurship. Maximizing LMU's location in the heart of Silicon Beach in Los Angeles and building upon its strong entrepreneurship and marketing program reputation (ranked 12th and 16th respectively in the nation), LMU CIBE expands on its successful existing programs to deliver more creative, innovative global marketing and talent management education and international entrepreneurship programs, founded on sustainability and business ethics as embedded in its Jesuit tradition. LMU CIBE builds on strategic alliances with the business community and professional associations, both domestic and overseas, such as L.A. Area Chamber of Commerce and L. A. Economic Development Cooperation and as well as American Chamber of Commerce to support the efforts of American firms, small and medium-sized enterprises (SMEs) in particular, to

expand their businesses abroad. LMU CIBE also extends collaborations with the Los Angeles Community College District to help them develop and improve their international business curricula.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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I. MEETING THE PURPOSE OF THE AUTHORIZING STATUTE

In accordance with the Higher Education Act of 1965 to increase and promote the nation's capacity for international understanding and economic enterprise, Loyola Marymount University (LMU) hereby applies for a CIBE grant to strengthen its international business education programs by expanding existing programs and introducing new, innovative programs. We are confident we can make significant contributions to developing global business leaders and improving the competitiveness of U.S. companies in the global market.

1. Why CIBE at LMU?

We believe that LMU is well qualified to support U.S. government efforts to fulfill the human capital and information needs of U.S. business with international education, language training, and research abilities of universities across the nation. LMU is a premier Catholic university rooted in the Jesuit and Marymount traditions that provides a transformative academic experience for students committed to lives of meaning and purpose. LMU's mission is the encouragement of learning, the education of the whole person, the service of faith, and the promotion of justice. In pursuit of this mission, the LMU CIBE will serve as a vehicle within the university that provides critical resources to our students to acquire up-to-date knowledge and skills with unwavering integrity to become the next generation of global business leaders. LMU promotes global citizenship by strengthening and creating educational programs and experiences that develop international perspectives and cultural competence. As one of the top private universities in the diverse city of Los Angeles, LMU is uniquely positioned to infuse global perspectives and intercultural experiences into its intellectual environment, and to foster well-educated solidarity with those marginalized around the world.

LMU is a highly desirable study destination located in the heart of Silicon Beach, a thriving community of tech innovation and startup activity extending from Santa Monica to Venice Beach in Los Angeles, a global city connecting our Asian-Pacific trading partners as a gateway to America. According to *Time Magazine* (April 10, 2014), Silicon Beach is the third most vibrant “High Tech Mecca’s” in the world after Silicon Valley and Israel, and the second largest in the U.S. Leveraging LMU’s location advantage, CIBE programs are able to collaborate with the local business community to spearhead student and local business professionals’ learning and development, along with innovation and entrepreneurship for the U.S. economy. Furthermore, LMU’s diverse group of faculty bring extensive international experience to the proposed CIBE. LMU understands that diversity adds immeasurable value to education both inside and outside the classroom.

2. Institutional Support and Commitment of LMU’s Administrative Leadership to Internationalization Efforts and Global Learning

Under the leadership of Dr. Timothy Law Snyder, who became the University President in August 2016, LMU is determined to prepare students to take their place in our rapidly changing interconnected world by cultivating a “globally imaginative” campus through a set of key strategic initiatives:

- (a) Take maximum advantage of the global opportunities and partnerships that exist in Los Angeles;
- (b) Expand study abroad programs, as well as increase LMU’s footprint in Latin American and Asian countries;
- (c) Strengthen our outreach and partnership with neighboring communities;

- (d) Expand our interdisciplinary work across colleges and departments.

These initiatives reflect LMU's aspiration to provide its students with a transformative education whose main features can be summarized in three key words: global, creative, and interdisciplinary. In order to implement these initiatives, Dr. Thomas Poon, Executive Vice President and Provost, adopted the following directives and presented them at the campus-wide Summit on Internationalization and Global Learning held in October 2017:

- (a) To support the theme of "Global," LMU will expand its global presence to strengthen the educational achievement of students and advance the internationalization of scholarship, service, and acknowledges and leverages the linguistic and cultural diversity of our domestic and international student bodies, our diverse and globally engaged faculty and staff, and our culturally and linguistically vibrant Los Angeles context;
- (b) To support the theme of "Creative," LMU will be an innovator of creative global learning environments through the use of existing, new, and emergent technologies, in collaboration with Jesuit, Marymount, and other institutions around the world, and in partnership with non-profits, industry, and entrepreneurs that share common goals;
- (c) To support the theme of "Interdisciplinary," LMU will enhance existing and develop new integrative and coordinated co-curricular initiatives that overcome traditional academic silos; scaffold learning, student and faculty scholarship, service and engagement; and ensure our graduate and undergraduate students encounter meaningful experiences that build their global dispositions, knowledge, skills, and ability to positively and imaginatively impact the world;

The LMU CIBE will be instrumental in carrying out these strategic institutional initiatives and directives to accelerate its internationalization efforts, as well as utilize our core values in supporting the business community.

3. Overall Alignment with the Authorizing Statute

In building alignment with LMU's increased commitment and dedication to its new vision of global imagination, LMU CIBE will serve six purposes and engage in six types of activities specified in the mandates of the Sections 611 (b) and 612(a) of Title VI.

- (1) Be a national resource for the teaching of improved business techniques, strategies, and methodologies that emphasize the international context in which business is transacted:

Drawing from the success of its M-School program, LMU CIBE strives to be a national education center for teaching innovative marketing in the digital era and international entrepreneurship to increase service exports and develop globally talented leaders, who are capable of managing people with different cultural background and languages.

- (2) Provide instruction in critical foreign languages and international fields needed to provide understanding of the cultures and customs of U.S. trading partners:

LMU's modern languages department currently teaches major European languages, such as French, Italian, German, and Spanish and two Asian languages, i.e., Chinese and Japanese. In addition to these languages, LMU CIBE plans to introduce practical business language instruction of the key trading partners of the U.S., as well as the State of California, such as Chinese, Japanese, and Korean to help the business community, as

well as LMU students better understand the cultures and customs of these trading partners in Asia Pacific countries. This will intensify the foreign language training for LMU students by expanding the current Summer Scholarship program that the Center for Asian Business has sponsored to enable them to learn Korean language and culture at Sogang University in Korea.

(3) Provide research and training in the international aspects of trade, commerce, and other fields of study:

Working closely with the L.A. Area Chamber of Commerce and L.A. Economic Development Corporation (LAEDC) in the State of California, LMU CIBE will conduct research on key multilateral, as well as bilateral trade agreements, of which the U.S. is a party, such as NAFTA and KORUS. In addition, we will also support research in global talent management through international field research of MBA students and international business internships.

(4) Provide training to students enrolled in the institution or institutions in which a center is locate:

LMU CBA currently requires all the business majors to take a core international business course and offers an international business concentration track for those students who are interested in pursuing an international business career. Our current international business program will be upgraded by introducing either an International Business or Global Enterprise Management major for undergraduate students and regularly offering other

elective international business courses such as international finance and international marketing.

- (5) Serve as a regional resource to local California businesses proximately located by offering programs and providing research designed to meet the international training needs of such businesses:

Los Angeles is home of the U.S. entertainment industry. LMU CIBE will help companies in this industry develop successful business models by offering training courses in entertainment finance and marketing. Likewise, we will serve as a regional resource to companies in Silicon Beach by offering a business exchange program and providing research to help them identify and fulfill the international training needs in their industry to increase global competitiveness.

- (6) Serve other faculty, students, and institutions of higher education located within their respective regions:

LMU CIBE will bring faculty and students from Los Angeles Community College District (LACCD) into the CIBE projects by providing faculty training programs to support and guide their international business curricula; and will share research findings to increase the role of these community colleges and minority serving institutions in fostering the global competitiveness of US companies.

4. LMU CIBE Themes and Objectives

LMU CIBE will serve the statutes by focusing on the following four themes: innovative global marketing, global talent management and foreign business languages education, international

entrepreneurship, and global sustainability and business ethics. LMU CIBE will implement the activities that meet the programmatic requirements as specified in the CIBE grants guideline.

(1) Theme 1: Innovative Global Marketing

Los Angeles and the surrounding Silicon Beach business community is fast becoming a center for marketing and advertising creativity and innovation. Given our Marketing Department's strong reputation (LMU's Marketing Program is ranked #16 in the nation by 2018 *U.S. News & World Report*), LMU is well-positioned both academically and geographically to capitalize on this exciting opportunity. The LMU's M-School initiative is designed to serve as an important educational partner within the greater Los Angeles marketing and advertising community. Los Angeles is home to hundreds of leading marketing and advertising agencies, media and technology firms including Electronic Arts, Google, YouTube, Facebook, TBWA \ Chiat \ Day, Dollar Shave Club, TOMS Shoes, Radical Media, Red Bull, Universal McCann, among many others. Many of these firms have extensive global operations and international impact.

The M-School initiative was launched in Fall 2012 to provide global brands, agencies and organizations with skilled talent who understand and are immersed in the changing marketing landscape, are able to problem solve, and work across traditional and new (e.g., online, social, mobile) media. The M-School is an undergraduate program designed to deliver a world-class advertising and marketing education that is relevant to today's digitally-connected marketing and business environment.

LMU's M-School today represents how educational institutions in the future will need to rethink and transform the way their students learn as industry practice and strategy continues to evolve. In order for companies and organizations to develop sustainable competitive advantages, they

must continue to understand and apply these significant shifts in how consumers, companies, brands, and organizations interact and engage. Understanding this new world of marketing, creativity and technology will help American companies more effectively compete in the global market, and M-School graduates will be well-prepared to contribute to and lead these American firms' efforts. M-School highlights student-centered learning through collaborative classroom settings, a focus on creativity as well as problem-solving, and intimate university-industry partnerships that ensure LMU students apply theory and timeless fundamentals with real-time learning and application.

(2) Theme 2: Global Talent Development and Foreign Business Languages Education

Increasing the competitiveness of the U.S. companies requires the development of a talented group of people who are equipped with knowledge and skills necessary for conducting businesses across borders. Successful multinational corporations (MNCs) are increasingly adopting Global Talent Management (GTM) in order to attract, select, develop and retain key talented employees on a global scale. LMU CIBE aims to expand international employment opportunities by educating LMU students so that they become globally talented leaders who can help American companies compete in the global marketplace. In this context, LMU's Talent Management Center (TMC) was established in 2015 to build relationships and partner with Silicon Beach and other local as well national client organizations to enable their effective ongoing *acquisition* and *development* of human assets. A number of Silicon Beach firms, such as Electronic Arts, Netflix and IMAX are involved in global businesses, and LMU CIBE can help them recruit and develop managers who have potential to become global leaders.

American MNCs recognize that cross-border collaboration has increasingly become a critical

factor in the improvement of their performance. This goal is to be met through two new initiatives that will fulfill both the competitive and invitational priorities of the CIBE grants: international internship programs at professional business organizations and foreign business languages education. To meet competitive preference 1, LMU CIBE will collaborate with American Chamber of Commerce (AmCham) and partner universities to offer international internship programs, which will provide our students with the required skills and knowledge expected of global talent to be recruited by MNCs. From this program students will learn valuable work experience, practical know-how, and social and communication skills rather than narrowly-focused academic qualifications. Another necessary skill to effectively manage cross-border collaboration is to acquire foreign language proficiency. The significance of language skills in the global economy is reflected in many companies' hiring strategies that require their new employees to be fluent in at least one non-native language (EIU Special Report, 2012). Meeting the invitational priority of the CIBE grants, LMU CIBE will offer foreign business languages to increase the benefits of the existing international business programs. For example, our existing international business course (Exploring Asian Culture) involves a study trip to Korea and China. As part of the CIBE initiative, this course will incorporate a business language component prior to the overseas trip, ensuring students learn basic levels of Korean and/or Chinese so they can communicate with local managers during their corporate visits and enrich cultural immersion experiences by speaking with locals. In addition, as part of competitive preference 2, LMU CIBE will partner with Los Angeles Community College District (LACCD), which will allow LMU students to take less commonly taught languages, not currently taught at LMU, at one of the nine community colleges in the LACCD.

(3) Theme 3: International Entrepreneurship

The State of California represents the world's 8th largest economy. Southern California's economy is the 16th largest in the world and is primarily comprised of small to medium-sized enterprises (SMEs). It is a major hub for global trade with the two largest ports in the U.S. and a robust rail, air, and highway system that extends across the country. Entrepreneurship and innovation are thriving due to the region's booming high technology manufacturing, information technology, medical devices, pharmaceuticals, entertainment, tourism and education industries. All of these areas represent important opportunities for international trade. However, despite these advantages, the value of California exports has grown at less than half the rate of the nation as a whole. SMEs account for more than half of California's employment and 85% of all establishments, yet account for only 46% of exports. This data clearly signifies an opportunity to increase exports from this important sector. LMU is well-positioned to lead efforts to expand global trade among Southern California's SMEs in both manufacturing and service industries. In particular, given that U.S. represents predominantly a service economy and service jobs accounts for 71% of total U.S. employment, it is critical to continue supporting its service industries, such as advertising and entertainment. In 2017, services were the biggest U.S. export, with total foreign sales of \$778 billion, and accounts for \$243 billion trade surplus in services (CNN Money, March 7, 2018).

A focus of LMU's proposed CIBE initiatives is the development of Southern California's SMEs as viable global traders. We will contribute to this prowess by (1) creating special programs for SMEs that build knowledge and skills relative to international trade and (2) establishing student business development teams that will work with SMEs to identify and analyze global market opportunities. The LMU's entrepreneurship curriculum provides students with the skills to

identify opportunities and bring resources together to launch and grow their companies. LMU was one of the first schools in the U.S. to offer an Entrepreneurship Program in 1972. Today, it remains one of the most recognized and respected programs and consistently ranks among the top 20 in the country. In 2018, *U.S. News & World Report* ranked LMU's graduate Entrepreneurship Program #12 and its undergraduate Entrepreneurship Program #13 in the nation, respectively. LMU's Business Incubator is designed to enhance the educational experience of our students by providing them with an opportunity to take their ideas beyond the classroom in a more systematic way. The incubation process has been designed to maximize our students' potential for entrepreneurial success by giving them a workspace and guidance to prepare their businesses for the real world. At LMU, we house more than 20 startups, and Revita Ink, a unique skin care line for anti-aging/beauty market was named one of the "coolest college startups" by *Inc. Magazine* in April 2014.

It would be highly valuable to the entrepreneurial community for LMU CIBE to provide a mechanism for sharing experiences and knowledge to ensure that ventures maximize their international opportunities and contribute to an overall more competitive entrepreneurial economy. The U.S. has been losing its dominance in technology and science and many other nations, in particular, China is posed to overtake the U.S. in several areas of science such as in renewable energy and life sciences. Yet, the U.S. has some of the most advanced sciences and technologies being developed in the nation's universities' laboratories but they are not being commercialized into products. Moreover, the U.S. has a severe dichotomy between the scientific and business communities and there are not enough talented people to connect the two to achieve commercial success. LMU's international entrepreneurship program combined with its global talent development initiative will help fill this gap.

(4) Theme 4: Global Sustainability and Business Ethics

LMU CIBE's last theme, global sustainability and business ethics is a common thread that interweaves through all the aforementioned themes to ensure the successful implementation of LMU CIBE's planned initiatives. In executing our innovative marketing, global talent management and international entrepreneurship programs, we will make sure that LMU students and business communities uphold moral responsibility to their stakeholders by engaging in ethical practices and behaviors with long-term sustainability. Sustainability promotes environmental protection, fair trade, and human rights. Companies engaged in unethical business practices will not be able to continue their businesses in the long run. Unethical business practices significantly damage company reputations and harm corporate governance, which will, in turn, negatively affect overall performance. The LMU CIBE will provide students with valuable education opportunities to help enhance the competitiveness of U.S. companies by engaging in various hands-on programs and activities designed to practice global sustainability and business ethics (For more detail, please refer to Table of Programs and Activities in Supplements).

Although sustainability has become a buzzword and many previous CIBE recipients have also adopted this as one of their main themes, we believe that no other institution is better positioned than LMU in educating students to learn and practice the notion of sustainability and business ethics, as these themes are embedded in LMU's Jesuit foundation that promotes the education of the whole person based on its mission of faith and justice. In accordance with LMU's mission statement, a main goal of the LMU CIBE is to introduce curricula and programs that expose students to issues related to sustainability and business ethics. Educating students about sustainability and corporate social responsibility will help them understand the long-term

survival of a society as well as an organization. Sustainability is especially important for science and engineering as a method for pursuing and preserving the safety, health, and welfare of the public as well as the stability of the environment. Ever-growing cross-border trade and investment have made these issues more significant for MNCs and raised complex and complicated implications for their stakeholders.

5. LMU CIBE Programs and Activities to Serve the Purposes of Authorizing Statute

Specifically, the above mentioned general and special purposes will be served by providing the following mandatory as well as permissible activities under the Sections 611 (b) and 612(a) of Title VI. These activities are classified in the areas of teaching, research, and community outreach and due to the restriction on page numbers, only a few programs are described to demonstrate how they meet the requirement of mandatory activities. For the full list and description of the programs, please refer to Supplement 2.

(1) Teaching Programs

Here is a list of sample courses that will meet the statute of CIBE grants. Some of these courses represent interdisciplinary programs that incorporate foreign language and international studies training into business, finance, management, communications systems, and other professional curricula or interdisciplinary programs which provide business, finance, management, communications systems, and other professional training for foreign language and international studies faculty and degree candidates.

A. Exploring East Asian Culture

This course provides freshmen and sophomores with an overview of the recent socio-political and economic developments of China, Japan, and South Korea (our 1st, 3rd, and 6th trading partners) and an opportunity to gain first-hand cultural experiences from the two-week field trip to China and Korea. As East Asia has become one of the most important political, economic, and cultural centers of the world, it is critical for students to learn the historical, socio-political, and economic backgrounds of our major trading countries in order to understand how business “works” in the region. In this class, students will learn the recent political histories of China, Japan, and Korea, understand key economic issues, think critically about the influence of culture on business practices, and compare and contrast ideals of these countries with that of the U.S.

B. Summer International Business Program in Barcelona, Spain.

This program is designed to integrate a rigorous international business curriculum with the benefits of the rich and vibrant cultural immersion and language education in Spain. It is open to both business and non-business majors to enhance the students’ understanding of international business environment and practices focused on Europe. Students are required to take a Spanish course along with an International Business course to meet the invitational priority 2 as specified in the CIBE grant application instructions. Featured in the program are several site visits to MNCs and local businesses where students gain firsthand knowledge and experiential learning to complement their classroom studying.

C. Global Imagination

This course focuses on providing a transformative learning experience through design thinking, creativity, strategic-insight and storytelling. Students will learn to connect with marginalized segments of society through empathetic and innovative solutions and interdisciplinary creative teams. Using Design Thinking methodology and cutting-edge marketing practices, students will gain real-world experience in product development, brand identity, packaging, and branded storytelling. Their work will serve as a bridge of inclusion in mainstream culture, and by offering students a unique entrepreneurial business idea that they may choose to further develop in the future.

D. Cross-Cultural Leadership

This experiential, and collaborative course examines what constitutes effective leadership across cultures that comprise our global marketplace as well as our culturally-complex cities, communities, nations, and religions (including the Los Angeles/Southern California business environment). Students will learn to analyze how national/social cultural context affects leadership style, communications, conflict negotiation, and ethical decision making; examine the need for and value of cross cultural competence for leaders and organizations; apply theories, models, and personal experience to real-world leadership scenarios; and develop as cross-cultural leaders.

E. International Entrepreneurship

This course focuses on developing knowledge and skills in three key components of international entrepreneurship: initiating entrepreneurial ventures, managing international

business transactions, and dealing with multicultural business environments. The course includes a feasibility study of an international small business venture start up, case study, and experiential learning.

F. Technology Fundamentals, Trends, and Opportunities

This course is designed to introduce students to emerging trends and opportunities arising from innovations in science and technology, stimulate their interest in science and technology, and prepare them for their subsequent courses in the entrepreneurship major. The course will provide students with a basic understanding and appreciation of (1) the (historical) development processes of science/technology, (2) the remarkable effects of technology on people's lives and businesses, (3) the role of systematic R&D efforts in national labs and startups in the development of new inventions, and (4) the immense business opportunity that science/technology offers.

G. Business and Social Responsibility in Global Economy

This is an applied course that focuses on the interactions of business, government, and societal institutions. Particular attention is directed to such topics as economic systems, stakeholder management, political and legislative process, sustainability, and corporate governance. Themes of ethics, social responsibility, and leadership will be emphasized. There are two specific goals: 1) The student grasps the broad issues of corporate social responsibility and 2) The student develops decision making skills needed to lead a corporation to productive solutions.

(2) Research Programs

LMU CIBE faculty has demonstrated a strong research record by publishing their scholarly work not only in books but also in top academic journals such as *Journal of International Business Studies*, *Journal of Marketing*, *Journal of Business Venturing*, *Strategic Management Journal*, *Journal of World Business*, *Journal of Business Ethics*, among others. The proposed research projects of the LMU CIBE will strengthen and improve the international aspects of business and professional education through new curricula and promote the international competitiveness of American businesses and firms. Here are some highlights of LMU CIBE research programs.

A. International Trade Assistance Research in Collaboration with L.A. Area Chamber of Commerce and L.A. Economic Development Corporation

LMU CIBE envisions developing and facilitating connections with the real business world for mutual benefits. In collaboration with the L.A. Area Chamber of Commerce and L.A. Economic Development Corporation (LAEDC), LMU CIBE can study best practices in government trade promotion programs (nations, states of the U.S.) or conduct a study related to our major trade negotiations such as NAFTA and/or the KORUS FTA to help improve U.S. competitiveness. Other research projects may include export-related market research tailored for regional SMEs and competitive analysis (industry, company level) partnering with L.A. Port and LAX and many of the shipping lines or cargo associations in the region. Beyond the greater Los Angeles region, there are statewide and national programs focused on facilitating international trade, foreign investment, clean energy, job creation, business development and other priorities. LMU CIBE will actively seek any research opportunities to help U.S. companies increase exports.

B. International Business Ethics Case Competition (IBECC)

Global managers are expected to be able to effectively solve ethical dilemmas when conducting business across borders. The LMU's Institute for Business Ethics and Sustainability (IBES) was established to provide a forum for discussing case studies related to the necessity, difficulty, costs and rewards of conducting business ethically. The Institute's primary program is its annual International Business Ethics Case Competition (IBECC), which is the nation's oldest and most prestigious international competition of its kind. This competition offers a valuable research opportunity for students to learn how to deal with critical ethical dilemmas facing managers when conducting businesses across borders.

C. Research on Global Talent Management: Professional Career Development for Expatpreneurs

LMU CIBE will support faculty research on global talent management. "Expatpreneurs" is the term referring to a group of expatriates who pursue their professional career as international entrepreneurs. Expatpreneurs move abroad as they recognize the perceived value of international work experience for their long-term personal and professional development. These individuals tend to be uninhibited by organizational and occupational constraints and are motivated to take charge of their own careers rather than wait for their organization to arrange for an appropriate career progression. This research on the phenomenon of expatpreneurs and entrepreneurial process of expatpreneurs will help students understand what is required to be a successful international entrepreneur and how to develop their talent to pursue this type of career.

(3) Business Outreach Programs

LMU CIBE plans to develop collaborative programs, activities, involving other institutions of higher education, local educational agencies, professional associations, businesses, firms to promote the development of international skills, awareness, and expertise among current and prospective members of the business community and other professionals.

A. American Chamber of Commerce (AmCham)-based International Entrepreneurship Internship Program

U.S. MNCs now place a premium on job candidates' global competencies as they strive to compete in a globally integrated marketplace. For individuals planning their future careers, it has become apparent that the development of international business and global competencies should be a top priority. Meeting the 1st competitive preference priority of the CIBE grants, an international internship at a professional business organization such as AmCham or California Center in China represents one of the most powerful approaches for building international business competencies and developing an international career and ultimately helps improve U.S. competitiveness through global talent development.

B. Professional Development Program (PDP)

This program provides ongoing public management/professional development programs for local and foreign organizations and individuals (e.g., through the regular LMU Business Exchange meetings, HR Professionals Mixer), as well as in-house/customized leadership/management skills development programs to enhance organizational talent.

Students who assist with these activities gain invaluable experience in training and professional development and make valuable contacts for future reference.

C. Crimson Lion Consulting Group (CLCG)

The CLCG has been involved at various stages in projects with nine different organizations (two Silicon Beach firms), involving both MBA and undergraduate student work and providing excellent networking, skills, and experience development opportunities. Over 36 LMU students (at least 16 MBAs and 20 undergraduates) have been actively involved in CLCG development and client work. This business community service provides students with rewarding experience as they apply what they have learned in the classroom to helping these local startups achieve their business-related goals.”

D. D. K. Kim Lecture Series

The LMU Center for Asian Business offers lectures twice a semester on the current topics of global or regional significance (e.g., China’s Belt and Road Initiative) in order to help LMU and business community better understand the key geopolitical and economic/business issues involving East Asian countries such as China, Korea, and Japan. All lectures are podcast on the Center’s website

(<http://cba.lmu.edu/centers/centerforasianbusiness/dkkimfoundationlectureseriesandmoviescreenings/lectureserieswebcasts/>). In addition, many lectures are broadcast to the local community through LA36, public access TV station, which reaches a mass audience of nearly 700,000 homes. LA36 features cultural and educational programming for the City of

Los Angeles and airs each show multiple times, then houses the videos on their website in perpetuity.

II. PROJECT SIGNIFICANCE

1. National Significance

The first two themes of LMU CIBE - innovative global marketing through LMU's M- School and global talent development and foreign business language education takes on national significance and implications for developing global leaders and managers equipped with business acumen in creative marketing and human resource management and emotional attachment to people with different cultural backgrounds.

The LMU CIBE has as its primary goal to become the nation's, as well as world's leading center for education and student development in the areas of marketing, branding, and advertising. As mentioned above, a number of leading marketing and advertising agencies are located in Los Angeles, and many of these firms continue expanding their businesses to global markets with significant influence on the current account of the U.S. balance of payments. In 2018, global advertising spending is estimated to surpass \$550 billion, with digital online media representing over 40% of total spending (Recode, 2018). LMU M-School has as its mission to become the world's most progressive center for undergraduate and graduate marketing education and student-centered learning through collaborative classroom settings, a focus on creativity as well as problem-solving, and intimate university - industry partnerships that ensure M - School students apply theory and timeless fundamentals with real-time learning and application. With an emphasis on innovative courses in the areas of branding, advertising, content creation, and analytics combined with a foundation of global social justice and responsibility, the M-School initiative exposes LMU students to the state-of-the-art marketing practice and theory in

an experiential and active learning format whereby students work with and learn from LMU faculty and business leaders. Each M-School course is co-developed in partnership with industry and co-taught by LMU faculty and industry professionals. M-School industry partners include the aforementioned top advertising, media and technology firms as well as other firms with global and national reach.

As American companies seek to expand into overseas markets, obstacles arising from cultural differences and language barriers often impede their ability to form close relationships with commercial partners and customers. Furthermore, as the impact of effective cross-border collaboration on a company's financial performance is well recognized, American companies also need to improve cross-border communication. In this context, the newly introduced global talent development and foreign business language programs will be critical in developing American business leaders who are adequately prepared to work with the global workforce through enriched learning experiences from LMU's international internship and study abroad programs. The LMU CBA has never introduced a foreign language component as part of its international business education, and LMU CIBE will allow for significant changes in the CBA curriculum through this new initiative. For example, the Korean language has never been taught at LMU although Korea is the 6th largest trading country with the U.S. and a top five trading partner for the State of California. Learning basic Korean will allow LMU students enrolled in INBA 2998 (Exploring Asian Culture) to communicate with business practitioners and local students during their study trip to Korea and enhance their practical learning as well as cultural immersion experiences. Rapid technological advances have already transformed and will continue to change the way people live and interact. LMU's expanded M-School activities will take

advantage of this new trend by educating students about innovative marketing techniques in the digital era to help American companies increase global competitiveness.

The shift to knowledge-intensive industries highlights the importance and scarcity of well-trained talent. This means that American universities need to do a better job of developing leaders who are capable of working effectively with the global workforce and understanding different consumers in the global market. Our international business education should help students acquire a global mindset by learning from experiences that are meaningful, relevant and applied. This is why experiential learning from LMU's international internships and study abroad programs, with the addition of a foreign language component is valued more than traditional classroom education. LMU will continue to expand such programs in order to foster a cadre of leaders for American companies. For example, the CMS course represents the LMU MBA flagship program whose primary goal is to train future global leaders to be more respectful of other cultures and effective in foreign business environments. Student groups conduct a series of direct interviews with foreign executives and managers based on their research topic during a three-week overseas study trip. A complete understanding of different business environments and cultures is crucial for a full appreciation of the way in which business activities are conducted in a specific country. Similarly, LMU's EMBA international study trip is designed to help students gain a broad understanding of international business concepts and practices that will equip graduates for managing business activities in any international setting.

The last two themes of LMU CIBE, i.e., international entrepreneurship, and sustainability and business ethics, have a significant impact on the achievement of sustainable development for the U.S. economy and business community at the national level. The sustainability theme is an issue of utmost importance for both government and the business community across countries.

Although challenges that specific countries are faced with may vary depending upon the level of economic development, sustainability is rapidly becoming a strategic issue for all types of organizations due to the increased recognition of its significant impact on society in general, as well as to any specific company. Mainstream thinking about sustainability is present in boardrooms of senior executives at today's most visionary companies. Governments, nonprofit organizations, and universities are also actively discussing their sustainability goals and reshaping how those goals are implemented. Some of these goals across sectors include the principles around triple-bottom line value systems, which prompt an organization to consider economic, social and environmental sustainability. LMU's CIBE wants to contribute to this important debate of national significance in the following manner.

LMU's CIBE will sponsor the expansion of existing and the development of new curricula focused on global sustainability and international (social) entrepreneurship that will teach our students how these organizations are struggling to improve business practices to achieve profitability in the long run, as well as to immediately contribute to the solution of current critical social issues, such as environmental preservation and human rights protection. A global sustainability course incorporates study trips to either developed or developing countries to enable LMU students to learn about immediate and imminent issues related to sustainability and best business practices dealing with them through a comparative study between the U.S. and a visiting country. The findings from their study trips will be shared with the U.S. business community to help it benchmark successful cases of foreign counterparts. To illustrate, the Tata International Social Entrepreneurship Scheme is a unique two-month experiential internship program for students from developed countries working on the corporate sustainability projects of Tata companies in India. LMU's CIBE intends to develop a similar program for our students

through collaboration with overseas business professional associations such as American Chambers of Commerce (AMCHAMs) around the world and the Academy for International Education (Akademie für Internationale Bildung or AIB) in Bonn, Germany. Through engagement with a research project on sustainability and international entrepreneurship, LMU students will be able to learn how governments of other countries and competitors of American companies are tackling these important issues. Closely associated with the issue of sustainability, LMU's International Business Ethics Case Competition (IBECC) serves another important vehicle through which students from different countries and the business community work together to identify critical ethical issues challenging domestic companies as well as MNCs and offer appropriate solutions to address and resolve these problems. IBECC, the nation's oldest and most recognized business ethics competition, was founded at LMU over 20 years ago and continues to serve as a national forum where contemporary issues in business ethics are discussed. Please refer to <http://ibecc.net> for more detail.

Gaining these firsthand experiences, students will learn the imperatives of sustainability, corporate social responsibility (CSR), and business ethics for the global marketplace and gain a more empathetic and comprehensive worldview. Studying global sustainability and international (social) entrepreneurship combined with research on international business ethics enables students to understand the complexity of global problems involving society and the environment and provides the business community with interdisciplinary best practice solutions to such problems. Protecting our earth and all of its inhabitants is of national as well as global significance. Our goal is to establish the LMU CIBE as a national resource for both universities and businesses for studying global sustainability and business ethics.

2. Regional Significance

The LMU CIBE themes of global sustainability and international (social) entrepreneurship also have significant implications from municipal as well as regional perspectives to improve the competitiveness of the City of Los Angeles and the State of California. According to a report released by Los Angeles 2020 Commission, the City of Los Angeles is in great need for improving sustainability to compete with other global cities. As the result of two decades of slow job growth and stagnant wages, 28% of the working class in Los Angeles earns poverty pay. The poverty rate in Los Angeles is higher than other major cities in the U.S. Median income in Los Angeles is higher than any other major city in the U.S., yet lower than it was in 2007. As for job creation, Los Angeles has not kept pace with the nation or other cities and its unemployment rate is among the highest. This is not merely a consequence of the economic recession since 2008 when the global financial crisis started, as the City of Los Angeles has lagged behind in each of the three business cycles since 1990 (Los Angeles 2020 Commission, 2014).

In stark contrast, a recent survey released by LMU's Leavey Center for the Study of Los Angeles reports that the residents of Los Angeles are quite optimistic about the future prospect of the City, believing that the local economy will improve and unemployment will decrease even though healthcare and housing costs will continue to increase (Leavey Center for the Study of L.A., 2014). The leaders of the City, the surveyed mayors of Los Angeles County, were found to be more optimistic about their respective cities, expecting they will be able to attract both large and small businesses to their cities. Whether or not one takes an optimistic view about the future prospect of Los Angeles and the State of California, one cannot deny the fact that the City of Los Angeles and the State of California are home to many critical industries for the U.S. economy that may be summarized by five T words: Transportation, Technology, Television & Film, Trade

and Tourism. The LMU CIBE initiatives are expected to help improve the competitiveness of companies engaged in these industries in Los Angeles and the State of California through research collaborations with key local stakeholders such as the World Trade Center Los Angeles, an affiliate of LAEDC, California State Transportation Agency, and the Port of Los Angeles. In regards to transportation, the Port of Los Angeles ranks 1st in North America in container shipments. Los Angeles International Airport (LAX) offers some of the shortest flights from the U.S. to major trading partners such as China, Japan, and Korea. Our region also provides easy access via land, sea or air to Mexico, California's largest trading partner, as well as Latin America. Los Angeles is the only U.S. city to have control over a major international seaport, LAX, and Department of Water and Power, the nation's largest municipally owned utility. As a result, Los Angeles possesses an unmatched ability to attract new businesses and investment (Los Angeles 2020 Commission Report, 2014). The LMU CIBE will work very closely with the L.A. Area Chamber of Commerce and the Port of Los Angeles to help the city revitalize its global competitiveness. The LMU CIBE-sponsored research projects will provide our students with great opportunities to conduct research aimed at improving the international competitiveness of American businesses and firms. From the students' standpoint, participating in a project like this not only instills a sense of practical meaning in his/her business education, but also facilitates an international business mindset.

Second, the LMU M-School's new innovative global marketing programs will contribute to the continued growth of knowledge-intensive companies along Silicon Beach, by encouraging an innovative marketing mix for today's digitally-connected world. M-School serves as the bridge connecting LMU and the burgeoning creative and technology industries in the greater Los Angeles area. A unique M-School curriculum developed through an intimate collaboration with

this high-tech business community will enable our students to use creativity and acquire problem-solving skills required of leaders competing in a global market where uncertainty has increasingly become a norm rather than an exception.

Third, our proposed CIBE-sponsored research program will help increase trade for the State of California. Los Angeles is a global trading hub that offers many great opportunities to expose students to international trade and international businesses without having to leave the country. In 2014, California traded with 229 foreign markets, exporting \$174.1 billion in California goods. Approximately 10.7% of all U.S. exports are produced in California and about 17% of the U.S. imports have a final destination of California. California ranked first in services exports in 2013, with an estimated value of \$114.1 billion, approximately 15% of total U.S. services exported. (California Governor's Office of Business & Economic Development, 2015). The LMU CIBE research will mainly focus on the top five trading partners for the State of California: Mexico, Canada, China, Japan and Korea. The U.S. government has started renegotiating the Korea-US Free Trade Agreement (KORUS FTA), as well as NAFTA, to reduce the U.S. trade deficit and create more jobs in the U.S. Given the important clauses in the KORUS FTA and NAFTA concerning key industries in California, such as the entertainment industry and the agricultural industry, LMU CIBE-sponsored research projects will contribute to increasing trade and investment for these industries in collaboration with the state as well as the abovementioned municipal stakeholders.

III. PROJECT DESIGN

The LMU CIBE's proposed programs and activities are expected to expand our knowledge and depth of understanding about key international business issues through an ongoing inquiry into

the improvement of teaching, research, and community outreach. Consistent with its vision of global imagination, LMU CIBE projects are designed to maximize their outcome from the requirement of three key dimensions: global/local, interdisciplinary, and creative.

1. Global but Local: Comprehensive and Focused Approach

The design and nature of LMU CIBE projects and initiatives are not only global (i.e., comprehensive) but also local (i.e., diverse, in terms of the scope and context), addressing key issues in the field of international business. They are developed to reach the people at both the top and the bottom of the pyramid (i.e. developed and developing countries and companies) to support American companies, both large and small and medium-sized in their efforts to increase competitiveness in the global market.

The term “glocalization” reflects an MNC’s efforts to simultaneously meet the seemingly conflicting challenges of globalization and localization to assure that a brand’s perceived values correlate to that of a country and relate to that brand’s strength there. Through the growing influence of social media, localized “hypertargeted” marketing has become as critical as global marketing that takes advantage of the convergence of consumers’ tastes and preferences.

American MNCs, notwithstanding their strong global brands, are struggling to sustain fierce competition in other developed countries than Europe, such as Japan and South Korea, as well as emerging economies such as China and India. For example, Wal-Mart and Papa John’s had to withdraw from the Korean market and McDonald’s is struggling to survive there. For these companies to sustain their competitive advantage, they must continue advancing new creative ways of communicating and engaging with consumers across borders. LMU’s M-School teaching, research and community outreach programs are designed to assist American MNCs in

developing their brand's ability to adapt and reflect consumers' core values in different parts of the world through collaboration with the relevant industry.

While M- School initiatives mainly target markets in developed countries, LMU's international (social) entrepreneurship programs are designed to reach out to people in developing countries by addressing the immediate and growing needs for creating new businesses that help improve the quality of life by eradicating poverty and reducing unemployment. LMU's CIBE is intended to become a resource center to develop these ideas and generate participation from traditional businesses interested in applying new business models in the bottom of the pyramid market where great potential demand for products and services exist. Furthermore, LMU's entrepreneurship program has already been working with a few of its sister Jesuit universities abroad to design courses and co-curricular programs that would be a model for other universities. Specifically, LMU has been working with Instituto Tecnológico y de Estudios Superiores de Occidente (ITESO), its sister Jesuit school of Guadalajara, Mexico to find ways to collaborate with international field learning and internship initiatives, and thereby enhance the experiential learning for LMU's students. We also are exploring an option of building American companies by bringing Guadalajara's most appealing agricultural products that offer special nutritional and health benefits to customers in the U.S. Our global sustainability and business ethics programs encompass both developed and developing countries in solving their key economic, social, and environmental issues relevant to the level of their economic development. Students can learn state-of-the-art technology and best practices for companies in developed countries as part of their CSR efforts to fulfill obligations to various stakeholders. These research programs also allow students to recognize the growing need for environmental protection and advance solutions to the identified problems in developing countries. To support the LMU

CIBE's new initiatives we already have hired two full-time faculty members with Ph.D.'s in sustainability.

While existing CIBE programs at other higher education institutions mainly support large American companies listed on *Fortune 500*, LMU's international entrepreneurship program is designed to mainly serve the needs of start-ups and small-to-medium-sized enterprises (SMEs) in expanding their businesses to global markets. Our programs are deliberately aligned with LMU's location-specific advantage by focusing on regional characteristics of Silicon Beach and the industry and company profiles in Los Angeles and the State of California. The proposed research projects with the L.A. Area Chamber of Commerce will assist these SMEs in identifying business opportunities and implementing business strategies to penetrate new overseas markets.

2. Interdisciplinary: Collaborations with both Internal and External Stakeholders

To support an interdisciplinary approach to curriculum development and research scholarship, the proposed LMU CIBE will promote the cross-fertilization of teaching and research ideas across disciplines and colleges. While LMU students have benefited from the existing international business programs, they have existed in a piecemeal fashion without much integration and coordination between various programs. To overcome such pitfalls, the purpose of this LMU CIBE grant proposal is to improve the quality of international business education at LMU by integrating the existing programs with the proposed new initiatives and activities using an interdisciplinary approach across campus. As mentioned before, Dr. Thomas Poon, LMU's Executive Vice President and Provost, has initiated a campus-wide campaign to deepen and expand internationalization of LMU curricula and promote global learning by fully mobilizing the resources and expertise of the LMU community members, both faculty and staff, resulting in

improving international business education for LMU students. To lead this initiative, Dr. Roberta Espinoza, was recently appointed to Vice Provost for Global-Local Initiatives.

To effectively meet the challenge in interdisciplinary collaboration, the LMU CIBE programs are designed to establish partnerships with both internal and external stakeholders. Linkages to extract synergies within LMU include the Center for Asian Business, Fred Kiesner Center for Entrepreneurship, Institute for Business Ethics and Sustainability, Talent Management Center, and the Center for the Study of Los Angeles. For example, in meeting the competitive preference priority 1 of this grant, the proposed AmCham internship program is designed to integrate the CBA curriculum, foreign language, and area study programs (e.g., China Program) so students can learn practical skills and acquire local knowledge in the placed country. Strong partnerships will be established through this internship program between LMU and the overseas U.S. business community. Organizations such as local and overseas American Chambers of Commerce, World Trade Center in L.A., and Department of Commerce have not been adequately used to connect universities and business for collaborative project exploration and program development. The LMU CIBE programs are expected to significantly address this need.

LMU's global sustainability program is also designed to provide students with an opportunity to work with other students across different colleges and schools. To illustrate, LMU's global sustainability courses will focus on three distinctive disciplines: philosophy, science and business. Students from LMU's College of Business Administration, College of Liberal Arts, and College of Science and Engineering can work together to study critical issues related to global sustainability, such as food and water security, biodiversity trends, energy use trends, global renewable and non-renewable resource extraction, and best practices for building design and community planning. Students can use philosophical texts, such as Daoism, as a conceptual

foundation for understanding issues concerning sustainability in East Asia and examine ways that science and business can be engaged in global sustainability. Daoism claims that the ideal way of living for humans is to attain harmony and balance within the world and nature, i.e., economic development and environmental protection.

The interdisciplinary approach adopted by the LMU CIBE will certainly advance the quality of international business education at LMU, laying the foundation to introduce an international business or global enterprise management major, which includes a required combined language and cultural course, one of the key CIBE statutes. It aims to help students develop global expertise by adding language proficiency (LMU's new CIBE initiative), as well as cultural competence to the business knowledge obtained in the major. The main advantage of this approach lies in the depth and breadth of knowledge that students can acquire on a number of important global issues. Courses that address political, economic, and socio-cultural dimensions from a cross-cultural perspective add depth to the business curriculum. A program that combines business courses with foreign languages and study abroad opportunities will be able to broaden students' perspectives about the global economy and eventually contribute to developing talented leaders who are equipped with knowledge and competence to manage American companies in the global market.

3. Creativity: Experiential Learning and Transformative Education

Most LMU CIBE-sponsored programs are intended to provide experiential learning, and particularly in the foreign work environment where the most profound level of international competency acquisition takes place. To enhance the quality of international business education at LMU, we recently overhauled the MBA curriculum and made it mandatory for all students to

take an international business foundation course and participate in an international experience starting from fall 2014.

As explained above, the CMS program is a flagship program for LMU MBA students, which combines firsthand cultural experiences and qualitative research opportunities. After two semesters of research and study, students visit several countries in a predefined region of the world. Prior to the trip, students learn about the socio-cultural, economic, and geo-political environments of the visiting countries and develop their plans for cultural immersion and field research. The amount of work required of the students is equivalent to writing a Master's thesis, and some groups have published their research findings in respectable journals with their faculty advisor. For example, students may conduct a comparative study in the commercial application of mobile phones in conducting businesses between the U.S. and their researched countries. It provides a valuable opportunity for LMU MBA students to gain critical insights into global management concepts and practices. In each country, students meet with business executives and practitioners to conduct interviews about their own research topic and learn about the business environment, social culture and customs. Such an experience not only expands the students' perspectives about the global business environment but also increases their employability after graduation.

LMU's M-School represents another great example of experiential learning and transformative education. The program examines what types of new tools and devices are required for students to identify, assess and evaluate alternative sources of information from the ever-changing business environments to develop new innovative marketing strategies for leading American companies in the knowledge-intensive industry. The program also provides real learning opportunities for the students since they can gain direct experiences in international business

research supporting new business development and decision making, as well as actual international work experience that goes beyond what is offered in traditional “tourist-oriented” study abroad programs. Other LMU CIBE-sponsored initiatives, such as the global sustainability program serve the same purpose of transformative education through active international field involvement in the learning process.

We have explained above the key features of the proposed LMU CIBE programs and how they are designed to stimulate intellectual curiosity and promote learning for both students and the business community through teaching, research, and community outreach. To successfully implement these programs, the LMU CIBE is requesting \$1,006,035 from the Department of Education for direct program expenses. As LMU has been considered a university with an optimal balance between teaching and research, these two areas will receive an equal priority in terms of the funding distribution. The remaining balance in funding will be allocated to business outreach and foreign language education programs. The Management Committee will decide how to allocate these funds on a competitive basis. The structure and systems by which we make annual allocations will be explained in Section IV. Management Plan. The programs that carry national significance and address all three key dimensions, i.e., global/local, interdisciplinary, and creative will receive the top priority.

IV. MANAGEMENT PLAN

The following management plan is devised to organize and implement the above described designed projects. The Center’s Management Committee is in charge of overall coordination and implementation of initiatives and activities across the themes and managing the LMU CIBE

as a whole. The Advisory Council will provide guidelines and assessment in setting strategy and direction of the LMU CIBE.

1. CIBE Management Structure: LMU Administrative Leadership and the Management Committee

LMU's academic leadership headed by Dr. Tom Poon, Executive Vice President and Provost, and Dr. Roberta Espinoza, Global Associate Provost for Undergraduate Education, fully recognize the importance of the CIBE mission and enthusiastically support LMU's application to the CIBE grants. Dr. Dayle Smith, the CBA Dean is the new leader of the LMU who demonstrated her strong leadership in Clarkson University and also provides unwavering support to the establishment of the LMU CIBE to materialize President Snyder's vision of global imagination.

As Principal Investigator of the LMU CIBE grant application, Dr. Yongsun Paik, Professor of International Business and Management and the incumbent Director of the Center for Asian Business, will direct the LMU CIBE and serve as our liaison to the Department of Education. Dr. Paik has taught international business and management at LMU for 27 years and has been the Director of the Center for Asian Business since 2010. He is responsible for all programs and their delivery, personnel management, fiscal oversight, and grant reporting. He closely works with the Program Management Director and three Program Area Directors who are appointed based on their expertise: Professor Robert Winsor (Teaching/Curriculum Development Director), Professor Dong Chen (Research Director), and Professor Anatoly Zhuplev (Community Outreach Director). These Program Area Directors have extensive practical, as well as academic knowledge and experiences in each area for which they are responsible. The qualifications of

key persons described in this section are detailed in Section V. Project Personnel (Please refer to organization chart in supplement 4).

The Management Committee will consist of CIBE Director, Program Management Director, and Program Area Directors. They will hold a monthly meeting to set the direction and take the initiatives of CIBE operations and management and have a bimonthly meeting with the theme leaders to discuss the development and execution of individual programs. Dr. Marki Hackett, Program Management Director, will be responsible for operation of CIBE programs, coordination of international business study abroad programs and global internships, CIBE budget management and preparation for grant reporting. A part-time Administrative Assistant will be hired to attend to all CIBE administrative matters, including preparing all materials that the Advisory Council and Management Committee needs for its deliberations. To provide valuable input and feedback to LMU CIBE, an LMU CIBE Advisory Council has been established on June 6, 2018 and is responsible for monitoring the CIBE activities and ensuring objectives are met on time and within budget. The Advisory Council is comprised of institutional stakeholders, in addition to organization, government agency and business representatives. A list of the Advisory Council members (Please refer to supplemental 1).

At its monthly meeting, the Management Committee will prepare and discuss the CIBE strategic plan and its progress. At its bimonthly meeting with the theme leaders, the details of each program will be discussed, finalized and evaluated as different programs are developed and implemented. At the last meeting of each semester, the Management Committee will prepare a report for an upcoming Advisory Council meeting to get their feedback and recommendations on these programs. During its spring semester meeting, the Management Committee will assess the entire year's activities and prepare annual report to the Advisory Council, summarizing

outcomes of the past year, proposing operating plan and budget for the following year. To evaluate programs of the LMU CIBE and provide advice for improvement, the Advisory Council will meet at the beginning of each semester (January and August of each year) to review the report, suggest new curriculum and research themes, and discuss community outreach activities and initiatives.

2. Theme Leaders

Leveraging the current organizational structure of the CBA, LMU CIBE Theme Leaders, i.e., Directors of partner centers within the CBA (Professors David Choi, Daniel Jacobs, Andrew Rohm, and Charles Vance) will take primary responsibility for developing, managing, implementing, and evaluating the proposed initiatives and programs within their Centers. They are in charge of the intellectual stimulation, incubation and materialization of these initiatives and programs in their theme areas by taking the leadership to work with faculty, students and practitioners. They propose various program activities for an approval of the Management Committee at the beginning of fall semester each year. They will introduce new courses to teach in consultation with curriculum committee, authorize research themes and community outreach projects, and develop conference topics and agendas.

3. Management of individual Program Activities

As the LMU CIBE intends to allow autonomy and discretion to theme leaders who are experts in their own field, they will select the faculty and practitioners to work with for their individual activities and programs (Please see page 46 for a list of faculty members). In consultation with

Area Directors of the Management Committee, theme leaders will supervise these individual activity managers for all programs in their area of expertise and responsibility.

4. Project Activity Timeline and Management

The LMU CIBE activities will be implemented throughout the four-year grant cycle to seek balance in the workload of faculty and staff involved and to assure the successful execution of the intended programs. These plans include the sequence of preparation, implementation and evaluation of each activity along with the resource support and estimated budget. Throughout four years of the funding cycle, the CIBE team will not only focus on continuing and expanding existing programs but also preparing and launching new programs and initiatives as cited in Section I. Please refer to LMU CIBE Programs and Activities by theme. By the end of the CIBE funding cycle, a milestone will be set to introduce either an International Business major or Global Enterprise Management major at the undergraduate level.

V. PROJECT PERSONNEL

The LMU CIBE team is comprised of individuals with extensive program management and teaching experiences, strong research record, and expertise in international business education. These individuals include Dr. Yongsun Paik, who will serve as CIBE Director if this proposal is accepted, three Program Area Directors who will be in charge of curriculum development, research design and execution, and community outreach, and four theme leaders who will be responsible for the development and implementation of CIBE activities based on their expertise, and Program Management Director who has substantial experiences in operating various programs and managing budgets for the Center for Asian Business for past 15 years.

1. LMU CIBE Management: Center Director, Program Area Directors and Management Director

Dr. Yongsun Paik is professor of International Business and Management and the incumbent Director of the Center for Asian Business at LMU. Prior to joining the LMU faculty in 1991, Paik taught at the University of Washington, Seattle and worked as a country economist at the Export-Import Bank of Korea between 1979 and 1984. He has also served as a visiting professor at Yonsei and Sogang University in Korea. His primary research interests focus on international trade, international human resource management, global strategic alliances and Asian Pacific business studies. Paik's scholarly achievements include the Fulbright Senior Specialist Program Awards, Carnegie Bosch Institute Research Grant Award, Korea Foundation Field Research Award, Best Paper Award from the Academy of Management, Best Paper Award from the U.S. Association for Small Business Entrepreneurship National Conference, Best Paper Award from American Society for Competitiveness Conference.

He is the coauthor of the following three books titled, *"Global Business: Connecting Theory to Reality," "Managing a Global Workforce: Challenges and Opportunities in International Human Resource Management,"* and *Changing Face of Korean Management* as well as over 50 articles in top international business and management journals. His articles appear in *Journal of International Business Studies, Journal of World Business, Management International Review, Academy of Management Executive, Academy of Management Learning and Education, Journal of Business Ethics, Journal of International Management, International Journal of Human Resource Management, Journal of Management Inquiry*, among others. Paik is on the editorial board for the *Journal of World Business, Thunderbird International Business Review*, and *International Studies of Management and Organization*. He holds a Ph.D. in international

business from University of Washington, Seattle and a M.A. in Latin American studies from University of Texas at Austin, B.A. in Economics from Yonsei University, Korea.

Dr. Robert Winsor, professor of Marketing and Business Law will be Teaching/Curriculum Development Director. Winsor has published over 120 peer-reviewed articles and book chapters on a wide variety of business topics including pricing, competitive strategy, business ethics, franchising and marketing theory. His research has been published in the top marketing and entrepreneurship journals such as *Journal of Marketing* and *Journal of Business Venturing* and has been frequently cited in both academic and industry outlets. Winsor has experience in the retail and wholesale industries and has advised a number of both large and small companies on marketing and management topics. He has received multiple teaching awards including the LMU President's Fritz B. Burns Teaching Award, and in 2012 was named by the Princeton Review as one of the "Best 300 Professors" (<https://www.princetonreview.com/press/best-professors>) and one of the top three marketing professors in the country. He earned a Ph.D. in marketing and management from University of Southern California.

Dr. Dong Chen, professor of International Business and Strategic Management, will be Research Director. He has taught at LMU since 2004. He also served as a guest or visiting researcher at Tsinghua Global Industry Institute, Skolkovo Institute for Emerging Market Studies, Samsung Economic Research Institute, and China Europe International Business School. Chen's research mainly focuses on international joint ventures, emerging markets, strategic alliances and networks. He has published in leading academic journals, such as *Journal of International Business Studies*, *Strategic Management Journal*, *Journal of International Management*, and *International Small Business Journal*. He has also published research articles and books in Chinese. Chen has presented a number of papers at academic conferences. One of

his papers won the Best Paper Award at the 2012 International Small Business Journal Special Conference. He received his Ph.D. in Management from Rutgers University in 2004. He also holds Ph.D. in Economics from Renmin University in China.

Dr. Anatoly Zhuplev, professor of international business and entrepreneurship will be Business Community Outreach Director. Zhuplev is a current member of the Trade Week Committee and the Global Council under the Los Angeles Area Chamber of Commerce. He has an extensive network with business community throughout Los Angeles and the State of California. He taught for ten years at the Moscow Management Institute, and subsequently at the Advanced Training Institute of the State Committee for Printing and Publishing in Moscow; in Bonn, Germany in 1994, 1998, 2009; in Warsaw, Poland (as a Fulbright scholar) in 2005; in Paris, France in 2004-2007, and at Northeastern University in Boston, Massachusetts in 1989-1990. He is the former editor-in-chief of *the Journal of East West Business* (2011-2013) and his books, book chapters, and articles on International Management, International Entrepreneurship, International Business, European Energy Security, Corporate Governance, Disruptive Innovations, and Doing Business in the U.S.A. (around 100 overall) have been published in the U.S., Canada, Western Europe, Russia, and the former USSR. He received his PhD from the Moscow Management Institute, Russia, in 1981, and his BS from the Moscow Engineer-Economics Institute in 1974.

Dr. Marki Hackett who has worked for the Center for Asian Business since 2003, will be Program Management Director. As the Center's Assistant Director, she has managed and administered many international and interdisciplinary academic and co-curricular programs, in an effort to bring intercultural awareness and internationalization to the LMU community. She holds Doctor of Education in Higher Education Leadership with an emphasis in international

education from the California Lutheran University, an M.A. in Educational Counseling and B.A. in Psychology from LMU.

Combined, the Management Team brings many decades of leadership in international business and management education. Dr. Yongsun Paik is a decorated scholar who is well recognized in the academic community of International Business and Management. Dr. Robert Winsor, curriculum development director, was named among 300 best professors and the top three marketing professors in the U.S. Dr. Dong Chen, research director, has a very strong research record, publishing scholarly work in top international business journals. Dr. Anatoly Zhuplev has been engaged in a number of activities involving business community on international trade and investment issues.

2. LMU CIBE Theme Leaders

Along with these CIBE management team, the following faculty members called “*Program Area Directors*,” will play a key role in developing and implementing the proposed CIBE programs and activities.

Dr. Charles M. Vance, theme leader in global talent management, is Director of LMU’s Talent Management Center and Chair and Professor of the Management Department. He has also conducted courses and special presentations for the China-Europe International Business School (CEIBS), Beijing International MBA (BIMBA), Xiamen University, Sun Yat-Sen University (Guangzhou), Assumption University (ABAC) in Bangkok, Aarhus School of Business (Denmark), and Management Center Innsbruck (MCI) in Austria. He has been very active at Loyola Marymount in designing and conducting customized training programs for managers, executives, and other professionals. He has had considerable experience as a consultant in North

and South America, Asia, and Europe in training design, management development and coaching, and broader human resource and organization development applications (e.g., leadership, effective communication skills, creativity and innovation management, knowledge management, organization change and development, performance management, international human resource management, and organizational learning systems design). His clients include FedEx, Samsung, Texaco, Mattel, Boeing, Northrop-Grumman, Los Angeles Times, Los Angeles Archdiocese, the Affinity Group, U.S. Department of Labor. Vance is the author of over 90 scholarly publications and three books, including *Smart Talent Management: Building Knowledge Assets for Competitive Advantage* (Edward Elgar Publishing), *Mastering Management Education* (Sage Publications), and *Managing a Global Workforce*, 3rd edition (Routledge). Vance received his Ph.D. in Instructional Design, Development, and Evaluation from Syracuse University.

Dr. David Y. Choi, theme leader in international entrepreneurship, is professor of Entrepreneurship at Loyola Marymount University (LMU) and Director of the nationally-ranked Fred Kiesner Center for Entrepreneurship. He has taught undergraduate and MBA courses in entrepreneurship, entrepreneurial finance, social entrepreneurship and technology management at LMU as well as other institutions around the world including Peking University and Korea University. Choi is a winner of a national teaching award from the United States Association of Business and Entrepreneurship (USABE). As Director of LMU's Entrepreneurship Center, Choi has planned and launched co-curricular programs for students across the University. Choi is a co-author author of a book titled *Values-Centered Entrepreneurs*. His articles have been published in such journals as *Academy of Management Executive*, *Journal of Small Business Management*, *Entrepreneurship Theory and Practice*, *Technovation*, and

Business Horizon. Choi has been featured or quoted in major news outlets, including Los Angeles Times, Los Angeles Business Journal, Fortune Magazine, The Guardian, and Wall Street Journal. Prior to joining LMU, Choi worked with The Boston Consulting Group, Harvard Business School, Diamond Technology Partners, Titan Corporation, and several startups. He received his B.S and M.S in Industrial Engineering at UC Berkeley and Ph.D. in Technology Management from UCLA.

Dr. Andrew Rohm is professor of Marketing and also co-founder and co-director of LMU's M-School initiative, a transformative and immersive undergraduate program focusing on the marketing, branding, and advertising industries. He has developed and taught several courses for the M-School curriculum, including courses in adaptive media and analytics, cross-platform content creation, and brand leadership. Professor Rohm is the recipient of the 2015 LMU Fritz B. Burns Distinguished Teaching Award for teaching excellence. His research examines consumer usage and acceptance of new media as well as firms' use of online (e.g., social media, mobile) marketing strategies. Professor Rohm has published in scholarly and managerial publications such as the *Journal of Marketing*, *Journal of Interactive Marketing*, *Journal of Advertising*, *Journal of Consumer Behavior*, and MIT's *Sloan Management Review* (among others) and is co-author of two books: 1) *Herding Cats: A Strategic Approach to Social Media Marketing*, and 2) *Doing Business in the United States: A Market Entry Guide*. Professor Rohm earned his B.S. in aerospace engineering from the University of Michigan and his Ph.D. in marketing from the University of Massachusetts Amherst.

Dr. Daniel Jacobs, theme leader in Sustainability and Business Ethics, is a clinical associate professor in the Department of Management. He has held numerous academic appointments, including as founding director of the first interdisciplinary graduate program in sustainability

management in a U.S. business school -- that he led to a #1 national sustainability specialty ranking by Bloomberg Businessweek in 2013. Jacobs specializes in sustainability (including CSR), environmental law, business law, compliance, risk management, ethics, and negotiations (including mediation). His book, "BP Blowout: Inside the Gulf Oil Disaster," was published by Brookings Institution Press in 2016. He has appeared on BBC World News television, and in the Wall Street Journal, Washington Post, Financial Times, and Guardian. Jacobs joined full-time academia following distinguished public service in Washington, D.C. As an Office Director in the Trade Policy and Programs Office and Senior Negotiator in the Office of Investment Affairs, in the State Department's Economic, Energy, and Business Bureau, he led major diplomatic initiatives to advance a range of U.S. business interests. While serving in the State Department's Office of the Legal Adviser, he won an award for his work in international arbitration. As an award-winning Trial Attorney at the Justice Department, he was lead counsel in high-profile environmental and civil rights cases.

These four theme leaders will work closely with other faculty members who are specialized in each theme area. They will help in advancing and implementing the four themes of the LMU CIBE.

- Innovative Global Marketing - Professors Matt Stefl and Julian Saint Clair
- Global Talent Development and Foreign Business Languages Education– Professors Yongsun Paik and Rebeca Acevedo
- International Entrepreneurship – Professors Jason D’Mello and Alex Gloss
- Global Sustainability and Business Ethics – Professors Lawrence Kalbers, Trevor Zink, Jeffery Thies

VI. ADEQUACY OF RESOURCES

LMU is located in West Los Angeles and is among the nation's most beautiful and green campuses. The campus sits atop a 142-acre bluff overlooking the Pacific Ocean. LMU offers 58 majors, 53 minor undergraduate degrees and programs, 48 master's degree programs, one education doctorate, one doctorate in juridical science, one juris doctorate and 13 credential programs. The average undergraduate class size is 20 students, graduate class size is 17 and the student-to-faculty ratio is 11-1. Our small classes, offers students personal attention and support in order to engage and maintain an excitement for learning. In addition, LMU provides hands-on learning opportunities such as internships, leadership training and study abroad programs for a well-rounded education, allowing students to apply classroom knowledge in the real world.

LMU is committed to matching the CIBE government awarded funds as indicated in the Detailed Budget Summary. These costs are believed to be reasonable in relation to the CIBE program objectives and design. Furthermore, LMU CIBE will be supported by the university's resources, including 21 academic buildings, lecture halls (seating up to 340 people), conference rooms, office space and 82 general classrooms. LMU is proud of the advanced classroom technology offered to our students; as such 61% of the classrooms are equipped with advanced technology; i.e.: classroom capture system (Echo 360) which records the computer desktop, video, and audio of your in-class activities.

LMU employs over 2,000 faculty and staff; of this 561 are full-time faculty and 25 endowed chairs. The College of Business Administration alone employs 65 full-time faculty and 19 part-time faculty. LMU faculty have received many awards, including 19 Fulbright Scholars (past 10 years); 1 Nobel Prize Winners; 1 Pulitzer Prize Winner; and 2 Princeton Fellowships. In 2016, faculty research grants and contracts totaled \$8.4 million. Our alumni network is over 90,000.

There are over 173 clubs and organizations and 22 national Greek fraternities and sororities on campus. LMU Family of Schools partners with 8 public schools, 2 public charter schools and 4 Catholic schools in the Westchester/Playa community.

LMU CIBE has many resources at its fingertips, including a new library, the William H. Hannon Library, which opened in 2009 and rates among the 20 best in the country according to the Princeton Review's guide to "The Best 378 Colleges," 2018. The library supports the teaching, learning, and research needs of the students, faculty, and staff. It houses 571,804 books, 106,649 bound periodicals, and over 60,000 media collections, including CDs, DVDs, and other media. The library also has a rapidly growing digital references, which provides access to the latest facts, figures, definitions, statistics, trends, data analyses, digests of literature criticism, maps, charts, biographical sketches, and many other formats of the world's basic information. Together, the library's reference collections provide access to well-organized, fundamental information that is either not available for free on the Internet, or very difficult to find in a well-edited and easy to use format.

LMU provides excellent and up-to-date support and professional development to its faculty. In particular, the Faculty Innovation Center (The FIC), led by the Instructional Technology Group, an ITS Academic Technology team, is dedicated to the support and advancement of technology-enhanced teaching, learning, and research at LMU. The FIC facilitates technology-enhanced teaching and research through a combination of one-on-one support, multimedia development assistance, workshops, and collaboration using the latest hardware and software resources. LMU is also dedicated to the creation of multimedia-based resources to improve student learning and

faculty outreach. As such, LMU's Academic Creative Services offers filming, editing, podcasting, web, and innovative pedagogical consultation services to LMU faculty and staff.

Additionally, the Center for Teaching Excellence (CTE), established in 1998, supports LMU's teaching mission and the University's goal of academic excellence by providing support to enhance teaching and encourage learning. The CTE offers a variety of programs and services to faculty such as workshops and presentations as well as individual consultations. It provides an open and supportive environment for professional dialogue about teaching and collaborative learning. The Center offers grants to improve teaching and learning, and to implement, assess, and document pedagogical innovations, as well as support for educational conference travel.

At LMU there are many other Centers and Institutes providing valuable resources and support to the LMU CIBE. A partial list of these includes:

- **Center for Asian Business** - The Center for Asian Business (CAB) was established in 1995 to promote understanding between the U.S. and Asian countries through multiple channels, including an international business course offering, faculty research grants, student scholarships and special lectures and movie screenings. Additionally, the CAB holds symposiums, seminars and conferences for public and private organizations, independently or in collaboration with our network of affiliated institutions in Asia and the U.S. It brings together practitioners and high-level executives, visionaries and leaders to encourage networking and partnerships as well as discuss opportunities and challenges in conducting businesses in Asia.

- **Fred Kiesner Center for Entrepreneurship** – The Center complements the CBA’s entrepreneurship curriculum with speaker events, networking opportunities, hands-on experience and service activities. The *Hilton Distinguished Entrepreneur Award* honors outstanding entrepreneurs from all fields. Each semester, two awardees participate in our lecture series by sharing their life and work experiences with students, staff and faculty.
- **The Institute for Business Ethics and Sustainability (IBES)** – IBES was established to advance student learning, academic research and stakeholder engagement in ethics and sustainability. Affirming the vital role of business in the service of human development, IBES understands that sustainability needs to be the mission and strategic focus of every business enterprise. With an emphasis on ethical decision-making, social responsibility and environmental sustainability, it brings business leaders, scholars and community members together to enhance student learning, business success and community partnership.
- **Talent Management Center (TMC)** – TMC was established in 2015 to better serve the talent acquisition and development needs of organizations through graduate and undergraduate student engagement. The TMC provides an exciting opportunity for students to enhance their formal education by experiencing professional development activities with alumni and other professionals, obtain career planning advice, and build valuable industry connections.
- **Thomas and Dorothy Leavey Center for the Study of Los Angeles (CSLA)** - CSLA was founded with a grant from the Thomas and Dorothy Leavey Foundation. CSLA conducts public opinion polls, focusing on public policy and

community interests in the city of Los Angeles. Its research covers voter interests, race relations, and urban outcomes. The Center's expertise in leadership studies, voting patterns, and diversity research puts us at the forefront of understanding the complex, dynamic city of Los Angeles.

VII. QUALITY OF THE PROJECT EVALUATION

The LMU CIBE evaluation plan is comprehensive, objective and demonstrates accountability, effectiveness, and efficiency by establishing defined goals, measuring the project's performance against these goals, and systematically reporting on their progress. LMU is confident that data collection will capture the achievements of the CIBE program and will comply with all grant-reporting requirements, guided by the *Government Performance and Results Act* (GPRA) and the *GPRA Modernization Act of 2010* (GPRAMA).

The LMU CIBE project will support the university and the CBA's Key Strategic Initiatives, to achieve the following two goals: (1) Develop and implement comprehensive experience-based learning programs that acquire practical skills and enhance awareness of cultural differences and social responsibility within a business context and (2) Increase emphasis on our distinctive core mission areas of values, ethics, and stewardship by helping the business community not only achieve their economic goals but also pursue corporate sustainability (CS) and corporate social responsibility (CSR).

1. LMU CIBE Objectives and Evaluation Plan

To meet these two goals, the LMU CIBE project intends to attain the following objectives:

- a. Increase opportunities for students to gain authentic experiences regarding the multi-cultural and geographically global business environment

- b. Develop more opportunities for global immersion for students, which includes cross-cultural business education, international consulting projects, study abroad, language immersion, and overseas internship opportunities through strategic partnerships with universities and businesses
- c. Conduct research with the business community and professional organizations to support export increase of the firms based in the State of California
- d. Introduce a major in international business or global enterprise management for undergraduate level before the end of the current CIBE grants cycle

For this purpose, we have described specific activities and initiatives to meet the CIBE programmatic requirements and will ensure they are implemented as planned. Evaluation plan objectives will include: 1) Systematic collection of participant data; 2) Provide quantifiable measures to assess progress toward achieving project-specific objectives and ensuring they are met; 3) Provide summative data in annual reports; and 4) Use plan to inform decision makers regarding all aspects of the project.

The LMU CIBE evaluation plan will examine the overall effectiveness of the program based on GPRA measures and project-specific performance measures. It will utilize quantitative and qualitative evaluation methods in order to provide project success. The plan will also include feedback from related stakeholders and produce an annual report of program achievements.

The LMU CIBE evaluation plan will involve both formative and summative evaluation using quantitative data (number of students enrolled in programs, number of attendees at conferences, percentage of CIBE participants who have advanced in their professional field two years after participation, number of faculty research grants awarded, etc.) and qualitative data (self-assessments, surveys, focus groups, etc.). The plan will include specific formative and

summative measures, data sources, performance indicators, and frequency of data collected. The formative evaluation will include quantifiable diagnostic assessment, comprising of self-assessment and forward-looking assessment, as well as assessments by faculty and staff and will use both formal and informal methods. The summative evaluation relies primarily on quantitative data to assess progress toward specific objectives.

Summative evaluation will be achieved at the end of each project period by analyzing data collected from the formative evaluation process to ensure that project objectives are met and that specific and measurable success is taking place. Evaluation methods will be used to recommend program modifications. Any unanticipated outcomes will be evaluated to make program changes and report new successes. Qualitative evaluation methods will also include a review of staff documentation, student evaluations and feedback. LMU will compile attendance information and surveys distributed as well as maintain a database of all process indicators.

2. External Evaluator

To increase the validity and legitimacy of LMU CIBE evaluation process and outcome, Professor Benwari Kedia, Robert Wang Chair of Excellence in International Business at University of Memphis will serve as LMU CIBE's independent external project evaluator. Dr. Kedia is a well-recognized scholar in international business with publications in top-tier journals such as *Academy of Management Review*, *Organization Science*, *Journal of Management Studies*, *Journal of World Business*, *Journal of Teaching in International Business*, *International Business Review*, *International Marketing Review*, *Management International Review*, *California Management Review*, *Personnel Psychology*, etc. His expertise on the CIBE grants

will greatly help LMU establish and develop CIBE as he has not only served as the CIBER Director of University of Memphis from 1991 and 2015 but also served as President and Member of the Executive Committee of the CIBER Association.

He will work with the LMU CIBE staff who conduct ongoing and periodic evaluation of the project through weekly meetings, monthly reports, CIBE advisory council meetings each semester, and annual reports. Dr. Kedia and the staff will analyze and evaluate the project data and make modifications as needed to improve effectiveness of CIBE programs. Summary data will be included in the annual report. LMU Institutional Effectiveness and the Student Affairs Research Office will assist with creating surveys and assessment strategies, facilitating focus groups, analyzing data and generating reports.

We will conduct annual internal and external reviews for LMU CIBE programs. The LMU Controller's Office undergoes an annual A-133 audit performed by PricewaterhouseCoopers, which is an audit of the university's federal awards. The LMU CIBE Evaluation Advisory Board will conduct an annual review by examining relevant data to measure progress toward meeting the stated goals and objectives. The board will include faculty and staff members of the CBA Assessment of Learning Committee who are experts of program evaluation and outcome assessment. Using the information collected from the peer and self-review process, and the quantitative and qualitative data, including prior participants' baseline data, CIBE staff will meet annually to evaluate the project's overall performance. They will consider questions such as: 1) Is there measurable academic progress (individually and collectively)?; 2) Are the overall objectives being met?; 3) Is the project's fiscal and management administration effective and efficient?; and 4) Does the project require modifications?

Please refer to the supplemental materials (S9) for LMU CIBE Performance Measure Form (PMF) for each activity.

VIII. Competitive Preference Priority 1: Business Collaboration

We have highlighted several key collaborations with the local business community and professional organizations, including American Chamber of Commerce, L. A. Area Chamber of Commerce and Los Angeles Port. First, internship opportunities through AmCham around the world will focus on studying sustainability and international (social) entrepreneurship and provide LMU students with an opportunity to train to become global leaders or entrepreneurs (Please refer to page 9 and 19 for more detail). In addition, LMU CIBE will help expand M – School’s current course titled *Global Imagination* to a Study Abroad program (Please refer to page 14 for more detail) by increasing the partnership with advertising industry. Second, trade assistance research programs in collaboration with L.A. Area Chamber of Commerce will support American SMEs’ efforts to increase exports to overseas markets (Please refer to page 17 for more detail).

IX. Competitive Preference Priority 2: Community College/ MSI Collaboration

LMU CIBE will support the efforts of Los Angeles Community College District to improve the international business curricula among its nine member colleges, all minority serving institutions. We will also support the activities SMEs, particularly startup tech companies in Silicon Beach to help them increase exports by sponsoring the Global Tech Summit (Please refer to page 6 and page 9 for more detail).

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2018 – 2022 LMU CIBE Advisory Council

The LMU CIBE Advisory Council was established in June 2018. The Advisory Board will hold two formal meetings annually to review and guide the CIBE management team. The 1st meeting will take place in October 2018 and the 2nd meeting will take place in spring 2019. Each year after, the first meeting will occur in August before the beginning of the fall semester, and the second meeting in January before the spring semester. The current Advisory Council membership appears below and biographies are included in the Supplemental Materials.

(1) Representative of an administrative department or office of the university:

- Dr. Dayle Smith, Dean, College of Business Administration, Loyola Marymount University

(2) Faculty representative of the College of Business Administration:

- Dr. Anatoly Zhuplev, Professor of Management, Loyola Marymount University

(3) Faculty representative of the international studies or foreign language school or departments:

- Dr. Jennifer M. Ramos, Director of International Relations, Associate Professor of Political Science, and Director of Peace and Justice Studies, Loyola Marymount University

(4) Faculty representative of another professional school or departments:

- Dr. Fernando J. Guerra, Director of the Thomas and Dorothy Leavey Center for the Study of Los Angeles, Loyola Marymount University

(5) Representatives of local or regional businesses or firms:

- Mr. Stephen Cheung, President, World Trade Center Los Angeles

- Ms. Jasmin Sakai-Gonzalez, Director, Center for Global Trade & Foreign Investment,
Los Angeles Area Chamber of Commerce

(6) Representative appointed by the Governor of California whose normal responsibilities include official oversight or involvement in state-sponsored trade-related activities or programs:

- Mr. Awinash Bawle, Deputy Director, International Affairs and Business Development,
Governor's Office of Business and Economic Development, State of California Office of
Governor Edmund G. Brown Jr.

(7) Other individuals as the university deems appropriate such as a representative of a community college:

- Dr. Ryan M. Cornner, Vice Chancellor, Educational Programs and Institutional
Effectiveness, Los Angeles Community College District (LACCD)

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June 11, 2018

Tim Duvall, Ph.D.
Senior Program Officer
International and Foreign Language Education
U.S. Department of Education
400 Maryland Avenue, SW, Room 3E215
Washington, DC 20202

Dear Dr. Duvall:

It is with great enthusiasm that I endorse LMU's CIBE application, under the direction of International Business & Management Professor Yongsun Paik, and on behalf of the College of Business Administration (CBA). Our proposal seeks to establish an LMU Center of International Business Education (CIBE) as sponsored by the Department of Education under Title VI, Part B of the Higher Education Act of 1965.

LMU long has been recognized for its academic excellence as it ranks 3rd in "Best Universities with Master's Programs in the West," according to *The U.S. News & World Report*, 2018. LMU's campus is uniquely located in the heart of "Silicon Beach," a hub for hi-tech start-up companies on the west side of Los Angeles, stretching from Santa Monica to Venice Beach. Attracting this CIBE grant will enable LMU to take advantage of this location to continue building strong collaborations with the companies of global reputation, such as Google and Facebook, and to make significant contributions to improving the competitiveness of American companies.

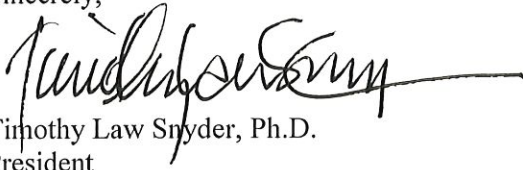
Such strategic alliances with the business community will help the LMU CBA develop and implement a comprehensive experience-based learning program that fosters important practical skills required of global business leaders. Our recently launched M-School represents a great example for providing a world-class advertising and marketing education that is relevant to today's digitally and globally connected marketing and business environment. Thanks to a new creative and innovative education, *The US News and World Report*, 2018 recognized LMU's marketing program (along with its graduate entrepreneurship program at #12 and graduate accounting program at #16) as among the top 20 programs in the nation. The CIBE grant will support LMU's continued effort to improve its international business curricula through an introduction of international internship programs and an expansion of LMU's M-school activities abroad as specified in the LMU CIBE proposal.

In sum, LMU CIBE will play a very critical role in fulfilling the university's promise to provide a transformative academic experience to our students. The Jesuit educational philosophy is more than 400 years old and has emphasized a richness and variety of human experience by exploring different parts of the world through its missionary order, as our students today need to broaden their perspectives through various international business program experiences. LMU promotes global citizenship by strengthening and creating educational programs and experiences that develop international perspectives and cultural competency.

Tim Duvall, Ph.D.
June 11, 2018
Page 2 of 2

I want to assure you that LMU is fully committed to supporting its CIBE application and to fostering its educational goals through CIBE. I enthusiastically endorse LMU's CIBE project and thank you for your kind consideration of our carefully developed proposal.

Sincerely,

A handwritten signature in black ink, appearing to read "Timothy Law Snyder", with a long horizontal flourish extending to the right.

Timothy Law Snyder, Ph.D.
President



DR. RYAN M. CORNNER

**OFFICE OF THE VICE CHANCELLOR,
EDUCATIONAL PROGRAMS AND
INSTITUTIONAL EFFECTIVENESS**

June 11, 2018

Dr. Timothy Duvall, Senior Program Officer
International and Foreign Language Education
U.S. Department of Education, OPE
1990 K Street, NW, Room 6069
Washington, DC 20006-6521

Dear Dr. Duvall,

The Los Angeles Community College District (LACCD) is pleased to participate in and support Loyola Marymount University's application to the U.S. Department of Education for Developing Future Global Business Leaders through to Increase Global Competitiveness of U.S. Companies. Their application represents the collaborative regional efforts that are indicative of our District's vision and builds on existing relationships. LACCD has already developed formal relationships with LMU that recognize the important interdependencies between private universities and community colleges and the manner in which partnerships can address regional issues, such as the enhancing education on global business and industry. In addition, the application calls for robust community partners with organizations such as the Los Angeles Chamber of Commerce with whom we also collaborate with.

The Los Angeles Community College District annually educates more than 200,000 students in the greater Los Angeles Region. We serve a predominately minority and first generation college going population and we have a clear focus on both education and 21st century careers. Our role in the proposed project will utilize our strengths and help expand our efforts to provide premier educational opportunities to our students. First, our colleges will assist in adding diversity in language education to LMU students through the 13 different languages we provide instruction in. These opportunities are critical in international business and to bridge cultural divides in global interactions. Second, LACCD will work with LMU to expand and enhance our existing international business offerings. We will do this through our Delores Huerta Labor institute, which has a long track record of developing curriculum on issues of labor and social justice. Their efforts on this project will ensure that curricular development will have the broadest impact on faculty instruction, student learning and regional career skills. The District will complete these tasks utilizing the \$80,000 budget covering personnel time and activities related to this project.

Participation by LACCD will be subject to the parties reaching an agreement on the terms and conditions of any subsequent award, and with the understanding that any such agreement will be aligned with the agency award terms and conditions applicable to

institutions of higher education.

Please feel free to contact me with any matters related to the project or administrative and contractual matters.

Sincerely,

A handwritten signature in blue ink, appearing to read "Ryan Cornner", with a stylized flourish at the end.

Dr. Ryan Cornner

Vice Chancellor for Educational Programs and Institutional Effectiveness



WORLD TRADE CENTER® LOS ANGELES

Board of Advisors

Steven Olson
Chair
O'Melveny & Meyers, LLP

Steven Bash
City National Bank

Donna Estacio
American Airlines

Alice Gao
*Industrial and
Commercial Bank of
China*

Rex Hong
Cathay Bank

Lewis Horne
CBRE

Leon Janks
Green Hasson & Janks

Robert Jernigan
Gensler

Michael Margolis
Blank Rome, LLP

Andrew Pan
East West Bank

Maggie O'Sullivan
JPMorgan Chase & Co.

May 31, 2018

Tim Duvall, Ph.D.
Senior Program Officer
International and Foreign Language Education
U.S. Department of Education
1990 K Street NW, 6th Floor, Room 6069
Washington DC, 20006-8521

Dear Mr. Duvall:

I am delighted to support Loyola Marymount University's application for the Center of International Business Education (CIBE) program with the U.S. Department of Education.

The LMU CIBE program will make a tremendous impact on California businesses, by serving as a resource center to aide international understanding and economic enterprise. LMU is well positioned to lead efforts to expand global trade among Southern California's small and medium sized enterprises, especially in Los Angeles, due to its close proximity for global trade access, including the Los Angeles International Airport and the Ports of Los Angeles and Long Beach. In particular, LMU is centrally located at the heart of an area known as "Silicon Beach," home to creative organizations and growing ventures in the areas of aerospace, information technology, media and entertainment. LMU's strong marketing and entrepreneurship program should be able to make the best use of this grant to fulfill its mandate.

I sincerely hope LMU's efforts to secure the U.S. Department of Education grant will be successful.

Sincerely,

Stephen Cheung
President



GOVERNOR'S OFFICE OF BUSINESS AND ECONOMIC DEVELOPMENT

STATE OF CALIFORNIA ♦ OFFICE OF GOVERNOR EDMUND G. BROWN JR.

June 11, 2018

Dr. Timothy Duvall, Senior Program Officer
International and Foreign Language Education
U.S. Department of Education, OPE
400 Maryland Avenue, SW, Room 3E215
Washington, DC 20202-4260

Subject: Support Letter LMU CIBER Application

Dear Dr. Duvall:

The Governor's Office of Business and Economic Development (GO-Biz) supports all requested California CIBER application endorsements and would like to commend Loyola Marymount University's work to prepare California business executives for the international marketplace through their Center for International Business Education Program (LMU CIBER).

California is the fifth largest economy in the world with a gross state product over \$2.7 trillion (2017). California's economy is diverse, and the state's prosperity is strongly tied to international trade and investment. In 2017, California exported \$175 billion to 229 foreign economies while also leading the nation in attracting foreign direct investment which reached \$119 billion in 2016. International trade and investment are a critical component for California's economic growth and are an important engine for creating jobs.

LMU CIBER is a state-wide program that offers global learning and research opportunities, which contribute to California's workforce by educating and training our businesses to compete in the international marketplace. LMU CIBER coordinates several opportunities for students to work closely with many of our state-wide partners including state agencies, trade organizations, various local chambers of commerce, community organizations and private sector business leaders in order to create experiences that will enhance students' employment prospects.

These combined efforts contribute to our state's overall economic development progress. For this reason, I support the LMU CIBER 2018-22 program and encourage your consideration of their application.

Sincerely,

Panorea Avdis
Director

LMU CIBE List of Programs and Activities

(1) Teaching Programs

T1: Exploring East Asian Culture

This course provides freshmen and sophomores with an overview of the recent socio-political and economic developments of China, Japan, and South Korea and an opportunity to gain first-hand cultural experiences from the two-week field trip to China and Korea. As East Asia has become one of the most important political, economic, and cultural centers of the world, it is critical for students to learn the historical, socio-political, and economic backgrounds of its major countries in order to understand how business “works” in the region. In this class, students will learn the recent political histories of China, Japan, and Korea, understand key economic issues, think critically about the influence of culture on business and political practices, and compare and contrast ideals of these countries with that of the West.

T2: Global Sustainability: Challenges and Prospects in East Asia

The topic of sustainability is rapidly becoming a strategic issue for companies in all sectors on a global scale. This course takes a close look at what is happening in business strategy today through the “lens” of sustainability. Students will study corporate sustainability challenges and opportunities in a global context and with a particular emphasis on East Asian countries through a two-week study trip to Japan and Korea to acquire an experiential learning about their best sustainable business practices through corporate and site visits.

T3: Summer International Business Program in Barcelona, Spain.

This program is designed to integrate a rigorous international business curriculum with the benefits of the rich and vibrant cultural immersion and language education in Spain. It is open to both business and non-business majors to enhance the students' understanding of international business environment and practices focused on Europe. Students are required to take a Spanish course along with an International Business course to meet the invitational priority 2 as specified in the CIBE grant application instructions. Featured in the program are several site visits to MNCs and local businesses where students gain firsthand knowledge and experiential learning to complement their classroom studying.

T4: Comparative Management System (CMS) Program

Consistent with the theme of global talent development, LMU's MBA Program has provided students with a unique opportunity to participate in an outstanding study of global business through the Comparative Management Systems (CMS) Program. The CMS Program requires a year of study and concludes with a study trip to 4-5 countries in a specific region of the world. In each country, students meet with business executives and learn about the business environment, social culture and customs. The primary goal of the CMS Program is to train future global leaders, i.e. global talent, to be more effective and respectful of other cultures and business environment. The substantial group experience obtained through CMS helps students develop their leadership skills. The international component benefits those seeking careers in almost any field and identifies students as informed, confident, self-sufficient managers who are able to learn quickly and adapt to changing conditions. The career benefits from this overseas experience make students more aware, responsible, organized and innovative professionals and thus more marketable and employable.

T5: The Environment of Business in the European Union

The “Environment of Business in the European Union” is an overseas study course that examines the European Union as both a major player in the global marketplace as well as a diverse, multinational institution and policymaking body. This course enables LMU MBA students to understand how the EU sets policies and learn how companies in various industries do business within the EU context. They also learn the current critical EU issues including the financial crisis, the common currency (EURO), membership expansion, political unity, privatization and deregulation. Such a comprehensive overview of the different aspects of conducting business in the EU serves well the LMU CIBE goal of developing global talent with practical knowledge of marketing and management in different regions.

T6: Global Imagination

This course focuses on providing a transformative learning experience through design thinking, creativity, strategic-insight and storytelling. Students will learn to connect with marginalized segments of society through empathetic and innovative solutions and interdisciplinary creative teams. Using Design Thinking methodology and cutting-edge marketing practices, students will gain real-world experience in product development, brand identity, packaging, and branded storytelling. Their work will serve as a bridge of inclusion in mainstream culture, and by offering students a unique entrepreneurial business idea that they may choose to further develop in the future. By the end of the program, students will be able to apply their knowledge and experiences to address problems of social justice, discern and choose a relevant social issue, and investigate how design can bring a transformative impact to society.

T7: Marketing for Good Project

M-School students engage in a semester-long social good project where student teams create and execute projects designed to make their “world” (e.g., their local community) a better place. Past projects have created branded rain jackets for the area homeless population, reduced water and food waste on campus, and highlighted the need for more positive political discourse. Projects are funded by M-School industry partners where student teams develop and manage budgets and spending in order to optimize their project initiatives.

T8: Adaptive Media and Analytics Project

Students work directly with executives from Facebook, Google, and leading advertising agencies to develop a paid search (using the Google Adwords platform) and paid social (using Facebook and Instagram advertising) to promote awareness of and involvement in the initiatives they developed for the Marketing for Good project. This enables students to take a project from one semester and continue the progression of this project, at the same time learning about new media and ways to analyze campaign performance and return on investment.

T9: Brand Planning and Strategy

This course offers a comprehensive look at where strategic planning takes place within the overall advertising process. In doing so, it will focus on the 4Cs of strategic planning: Company, Competition, Consumers, and (product or service) Category. It will also examine ways to develop effective campaign strategy, including knowing the product inside and out, knowing your brand's DNA, understanding your target audience, and generating insights. In addition, the

course covers important branding and consumer behavior fundamentals central to the success of account strategy.

T10: Building Global Career Competence

This course combines experiential learning during study abroad with conceptual learning assignments to build critical global career competencies. The course involves relevant and challenging international consulting work experience, exposure to the working and cultural environments of an international setting, building skills for international adjustment and successful management of international assignments, networking and building potentially valuable international professional, and developing insights for future career planning within a global context.

T11: Cross-Cultural Leadership

This academically-rich, experiential, and collaborative course examines what constitutes effective leadership across cultures that comprise our global marketplace as well as our culturally-complex cities, communities, nations, and religions (including the Los Angeles/Southern California business environment). Students will learn to analyze how national/social cultural context affects leadership style, communications, conflict negotiation, and ethical decision making; examine the need for and value of cross cultural competence for leaders and organizations; apply theories, models, and personal experience to real-world leadership scenarios; and develop as cross-cultural leaders.

T12: International Entrepreneurship

This course focuses on developing knowledge and skills in three key components of international entrepreneurship: initiating entrepreneurial ventures, managing international business transactions, and dealing with multicultural business environments. The course includes a feasibility study of an international small business venture start up, case study, and experiential learning.

T13: Technology Fundamentals, Trends, and Opportunities

This course is designed to introduce students to *some* of the emerging trends and opportunities arising from innovations in science and technology, stimulate their interest in science and technology, and prepare them for their subsequent courses in the Entrepreneurship major. The course will provide students with a basic understanding and appreciation of (1) the (historical) development processes of science/technology, (2) the remarkable effects of technology on people's lives and businesses, (3) the role of systematic R&D efforts in national labs and startups in the development of new inventions, and (4) the immense business opportunity that science/technology offers.

T14: Business & Social Responsibility in Global Economy

This is an applied course that focuses on the interactions of business, government, and societal institutions. Particular attention is directed to such topics as economic systems, stakeholder management, political and legislative process, sustainability, and corporate governance. Themes of ethics, social responsibility, and leadership will be emphasized. There are two specific goals:

1) The student grasps the broad issues of corporate social responsibility and 2) The student develops decision making skills needed to lead a corporation to productive solutions.

T15: Cultivating Stakeholders

Cultivating Stakeholders will provide direct and applied experience in stakeholder cultivation (including finding/prospecting, conversion, and cultivation strategies) to build effective, long-term relationships. Students will study stakeholder theory, sales conversion strategy, and the use of technology in the cultivation and relationship management process. Students also will apply their learning to promoting LMU programs and participating in outreach efforts for building new surrounding business community relationships.

(2) Research Programs

R1: International Trade Assistance Research in Collaboration with LA Area Chamber of Commerce and LA Economic Development Corporation

LMU CIBE envisions developing and facilitating connections with the real business world for mutual benefits. In collaboration with the L.A. Area Chamber of Commerce, LMU CIBE can study best practices in government trade promotion programs (nations, states of the US.) For example, an LMU CBA student was recently involved in regional IB-related research and development (<http://www.lachamber.com/webpage-directory/global-initiatives/world-trade-week-educational-initiatives/>). Other research projects may include export-related market research tailored for regional SMEs and competitive analysis (industry, company level) partnering with L.A. Port and LAX and many of the shipping lines or cargo associations in the

region. For example, LMU's proximity to LAX makes it an ideal partner when it comes to the air cargo industry. Beyond the greater Los Angeles region, there are statewide and national programs focused on facilitating international trade, foreign investment, clean energy, job creation, business development and other priorities. LMU CIBE will actively seek any and all research opportunities to help U.S. companies increase exports.

R2: International Business Ethics Case Competition (IBECC)

Global managers are expected to be able to effectively solve ethical dilemmas when conducting business across borders. The LMU's Institute for Business Ethics and Sustainability (IBES) was established to provide a forum for discussing case studies related to the necessity, difficulty, costs and rewards of conducting business ethically. The Institute's primary program is its annual International Business Ethics Case Competition (IBECC), which is the nation's oldest and most prestigious international competition of its kind. This competition offers a valuable research opportunity for students to learn how to deal with critical ethical dilemmas facing managers when conducting businesses across borders.

R3: Research on Global Talent Management: Professional Career Development for Expatpreneurs

LMU CIBE will support faculty research on global talent management. "Expatpreneurs" is the term referring to a group of expatriates who pursue their professional career as international entrepreneurs. Expatpreneurs move abroad as they recognize the perceived value of international work experience for their long-term personal and professional development. These individuals tend to be uninhibited by organizational and occupational constraints and are motivated to take

charge of their own careers rather than wait for their organization to arrange for an appropriate career progression. This research on the phenomenon of expatpreneurs and entrepreneurial process of expatpreneurs will help students understand what is required to be a successful international entrepreneur and how to develop their talent to pursue this type of career.

R4: Research on global sustainability

LMU CIBE will support faculty research on global sustainability. Professor Daniel Jacobs is our sustainability theme leader who has conducted research on sustainability strategies of MNCs and sustainability issues in emerging economies. Professor Trevor Zink, a newly-hired faculty member also focuses on issues related to sustainability and corporate social responsibility. In addition, we expect that offering the proposed global sustainability courses in East Asia and other parts of the world will provide a research collaboration opportunity with academics and companies in those regions.

R5: Research on Digital First Curriculum Development

Academic marketing programs and educators face numerous challenges related to incorporating and teaching digital marketing in their curriculum. Today, the world of marketing is digital and marketing programs have struggled to maintain pace with the rapid technological changes influencing marketing practice. Through experiential learning and a project-based learning (PBL) approach, students are exposed to real-life challenges involving ways in which companies and organizations can best generate consumer awareness, demand, and value given the significant digital shifts taking place in technology, business and consumer behavior. This research explores how to create a *digital-first* curriculum that is closely aligned with industry

trends and practice and that helps students develop the skills needed to become *future proof* and *real-world ready*.

(3) Business Outreach Programs

O1: American Chamber of Commerce (AmCham)-based International Entrepreneurship Internship Program

U.S. MNCs now place a premium on job candidates' global competencies as they strive to compete in a globally integrated marketplace. For individuals planning their future careers, it has become apparent that the development of international business and global competencies should be a top priority. Meeting the 1st competitive preference priority of the CIBE grants, an international internship at a professional business organization such as AmCham or California Center in China represents one of the most powerful approaches for building international business competencies and developing an international career and ultimately helps improve U.S. competitiveness through global talent development.

O2: Professional Development Program (PDP)

This program provides ongoing public management/professional development programs for local and foreign organizations and individuals (e.g., through the regular LMU Business Exchange meetings, HR Professionals Mixer), as well as in-house/customized leadership/management skills development programs to enhance organizational talent. Students who assist with these activities gain invaluable experience in training and professional development and make valuable contacts for future reference.

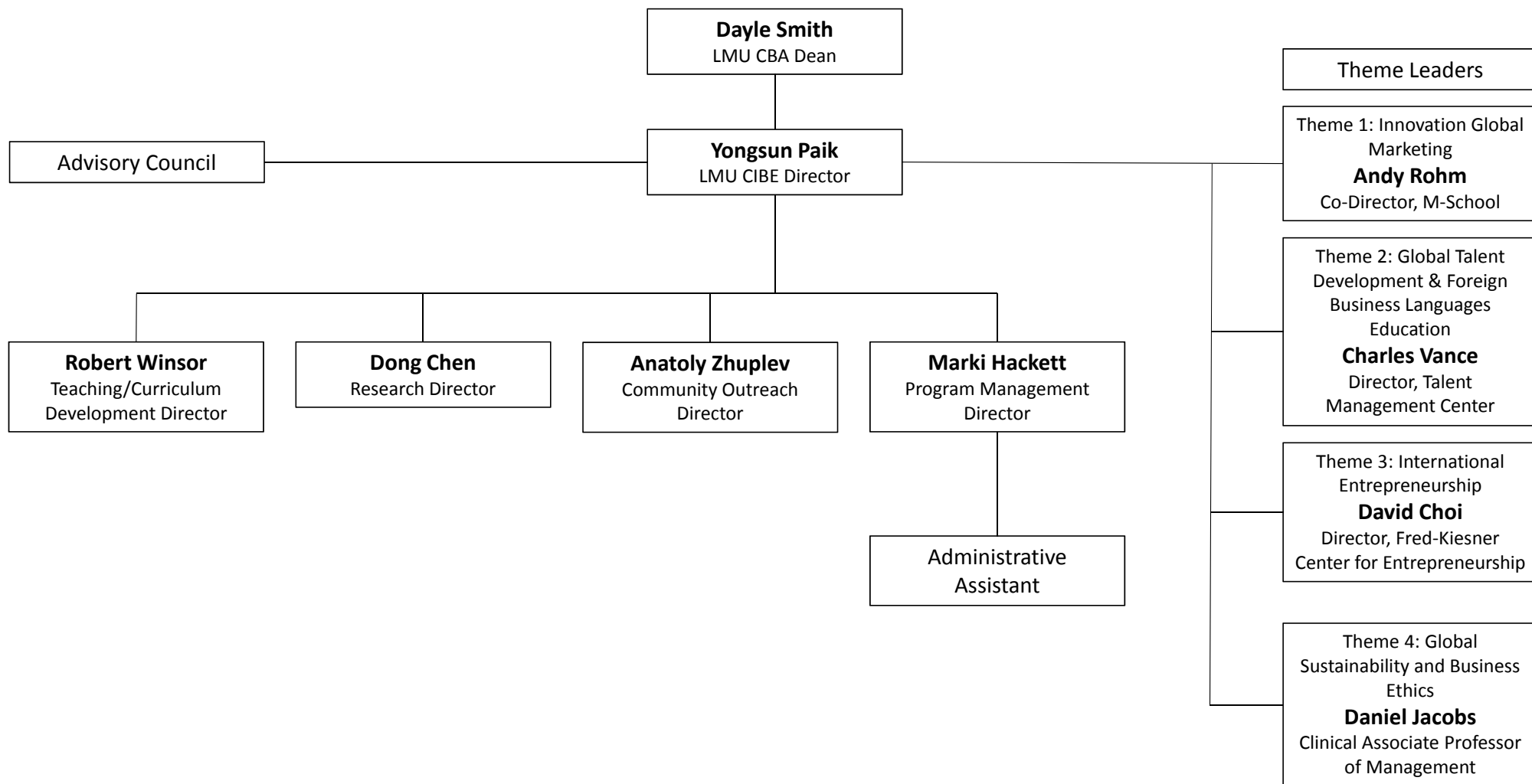
O3: Crimson Lion Consulting Group (CLCG)

The CLCG has been involved at various stages in projects with nine different organizations (two Silicon Beach firms), involving both MBA and undergraduate student work and providing excellent networking, skills, and experience development opportunities. Over 36 LMU students (at least 16 MBAs and 20 undergraduates) have been actively involved in CLCG development and client work. This business community service provides students with rewarding experience as they apply what they have learned in the classroom to helping these local startups achieve their business-related goals.”

O4: D. K. Kim Lecture Series

Since 2009, the Center for Asian Business (CAB) in the CBA has provided a lecture series and movie screenings for LMU students, faculty and staff as well as the local business community. The CAB offers lectures twice a semester on the current topics in order to help students and faculty better understand the key geopolitical and economic/business issues involving East Asian countries such as China, Korea, and Japan. An in-depth understanding of important issues in one of the most dynamic regions of the world will help LMU students become better equipped to work in this competitive global marketplace after they enter the workforce. The recent lectures include All lectures are podcast on the Center’s website. In addition, many lectures are broadcast to the local community through LA36, public access TV station, which reaches a mass audience of nearly 700,000 homes. LA36 features cultural and educational programming for the City of Los Angeles and airs each show multiple times, then houses the videos on their website in perpetuity.

LMU CIBE Organization Chart



LMU CIBE Biographies

Mr. Awinash Bawle, Deputy Director, International Affairs and Business Development, Governor's Office of Business and Economic Development, State of California Office of Governor Edmund G. Brown Jr.

M.A. in International Policy Studies, Middlebury Institute of International Studies; B.A., University of Michigan.

Since May 2017, Awinash Bawle has served as the Deputy Director for International Affairs and Business Development at the State of California Governor's Office of Business and Economic Development (GO-Biz). In this capacity, he oversees the promotion and development of two-way international trade and investment opportunities for the world's 5th largest economy.

Prior to his tenure in Sacramento, Mr. Bawle spent over seven years serving as an international trade specialist in the Office of South Asia at the U.S. Department of Commerce in Washington, DC. In this capacity, he helped reduce U.S. industry trade barriers to India, and to enable effective market access there in the infrastructure, energy and environment, and financial services sectors. Mr. Bawle advised senior Commerce officials on the agency's role in the U.S.-India Partnership to Advance Clean Energy initiative to help boost U.S. exports to India's clean technology market, valued at \$175 million. Mr. Bawle also developed advocacy arguments which successfully removed Indian market access restrictions for U.S. water heater exports valued at \$10 million and U.S. scrap metal exports valued at \$600 million. Mr. Bawle managed the U.S. Government's recruitment and selection process of U.S. private sector members for the U.S.-India CEO Forum, a mechanism designed to foster policy recommendations for bolstering the bilateral economic relationship. Mr. Bawle also undertook two temporary rotations while at Commerce: first, working as an economics officer for the State Department at the U.S. Consulate in Mumbai, India, where he focused on financial inclusion; and second, as a commercial attaché to the U.S. Executive Director's office at the World Bank, where he focused on helping U.S. industry understand the global carbon credit market.

Dr. Dong Chen, Associate Professor of International Business, Loyola Marymount University

Ph.D. in Management, Rutgers Business School; Ph.D., Renmin University of China, M.A., Renmin University of China, B.A., Renmin University of China.

Dr. Dong Chen has been a professor of international business in the College of Business Administration at LMU since 2004. He also served as a guest or visiting researcher at Tsinghua Global Industry Institute, Skolkovo Institute for Emerging Market Studies, Samsung Economic Research Institute, and China Europe International Business School.

Chen's research mainly focuses on international joint ventures, emerging markets, strategic alliances and networks. He has published in leading academic journals, such as Journal of International Business Studies, Strategic Management Journal, Journal of International Management, and International Small Business Journal. He has also published research articles and books in Chinese. Chen has presented a number of papers at academic conferences. One of

his papers won the Best Paper Award at the 2012 International Small Business Journal Special Conference.

Chen has taught courses in strategic management, international business, global strategy, business simulation, and doing business in China for MBA, EMBA, and undergraduate students. He also taught a doctoral research seminar in international business at Tsinghua University. He is a member of the Academy of Management, the Academy of International Business, the Strategic Management Society, and is a founding member of the International Association for Chinese Management Research.

Mr. Steven Cheung, President, World Trade Center, Los Angeles

M.A. in Social Welfare, University of California, Los Angeles; B.A. in Psychobiology, University of California, Los Angeles.

Mr. Stephen Cheung leads World Trade Center Los Angeles, which attracts foreign direct investment into L.A. County, provides trade facilitation and increases exports out of L.A. County; all of which drives innovation, jobs creation and prosperity for the region's communities and residents.

Mr. Cheung was most recently the Secretary General of Foreign Affairs and Trade for City of Los Angeles Mayor Eric Garcetti, and was responsible for managing policies and programs related to Port of Los Angeles, Los Angeles World Airports, International Affairs and Global Trade. Mr. Cheung was also the lead organizer for Mayor Garcetti's international trade missions to China, Japan, Korea and Mexico.

Concurrently, Mr. Cheung was the Director of International Trade for the Port of Los Angeles – the busiest container port in North America, where he was responsible for developing programs to increase trade through the Port of Los Angeles and facilitate goods movement throughout the region. He also served as Managing Director of International Trade and Clean Technology for former Mayor of Los Angeles, Antonio Villaraigosa, where he was responsible for enhancing international trade opportunities for Los Angeles-based companies, and expanding the city's role as a leader in international trade, entertainment, tourism, manufacturing and professional services. In this position, Mr. Cheung served as the City of L.A.'s lead organizer for the historic visit to Los Angeles by Chinese President, Xi Jinping in 2012.

A proud Angeleno, Stephen Cheung was born in Hong Kong and grew up in Los Angeles. He currently teaches a course on public policy at the Luskin School of Public Affairs, and serves on the Advisory Council of USC's Center for International Business Education and Research and the Los Angeles Cleantech Incubator. Mr. Cheung is also fluent in both Mandarin and Cantonese.

Dr. David Y. Choi, Professor of Entrepreneurship, Director, Fred-Kiesner Center for Entrepreneurship, Loyola Marymount University

Ph.D. in Management, University of California, Los Angeles; M.S. in Industrial Engineering and Operations Research, University of California, Berkeley; B.S. in Industrial Engineering and Operations Research, University of California, Berkeley.

Dr. David Choi is Professor of Entrepreneurship at Loyola Marymount University (LMU) and director of the nationally-ranked Fred Kiesner Center for Entrepreneurship. He has taught undergraduate and MBA courses in entrepreneurship, entrepreneurial finance, social entrepreneurship and technology management at LMU as well as other institutions around the world including Peking University and Korea University. Dr. Choi is a winner of a national teaching award from the United States Association of Business and Entrepreneurship (USABE). As director of LMU's Entrepreneurship Center, Dr. Choi has planned and launched co-curricular programs for students across the University. Under his leadership, the Center has enhanced its national reputation: For 2017, US News & World Report has ranked LMU's the undergraduate and graduate Entrepreneurship programs #13 and #10, respectively.

Dr. Choi writes broadly in the areas entrepreneurship and innovation and is a co-author author of a book titled Values-Centered Entrepreneurs. His articles have been published in such journals as Academy of Management Executive, Journal of Small Business Management, Entrepreneurship Theory and Practice, Technovation, and Business Horizon. Dr. Choi has been featured or quoted in major news outlets including Los Angeles Times, Los Angeles Business Journal, Fortune Magazine, The Guardian, and Wall Street Journal. Dr. Choi has started, managed, or owned businesses in several industries including biotechnology, software, financial services, and foods – several of which have been acquired or gone public. He has also been an advisor for a number of venture capital firms. Prior to joining LMU, Dr. Choi worked with The Boston Consulting Group, Harvard Business School, Diamond Technology Partners, Titan Corporation, and several startups. Dr. Choi received his B.S and M.S in Industrial Engineering at UC Berkeley and Ph.D. in Technology Management from UCLA.

Dr. Ryan M. Cornner, Vice Chancellor, Educational Programs and Institutional Effectiveness, Los Angeles Community College District (LACCD)

Ed.D. in Higher Education Administration, University of Southern California, Rossier School of Education; M.A. in Social Work, University of Southern California; B.S. in Psychology, University of California, San Diego.

Dr. Ryan Cornner is Vice Chancellor of Educational Programs and Institutional Effectiveness. In this role, he oversees District-wide elements of curriculum, attendance accounting, research, accreditation, and the development of the District Strategic Plan. Dr. Cornner previously served as the Associate Vice President of Strategic Planning and Innovation at Pasadena City College where he oversaw the development and implementation of the college educational, technology and facilities plans, external and legislative affairs and grant development. Dr. Cornner also has diverse experience in faculty and administrative roles in the Los Angeles Community College District, having served as Associate Dean of Research and Dean of Institutional Effectiveness at East Los Angeles College, where he guided the college to develop an integrated planning model and sought to improve the use of data in decision-making and in addressing gaps in equity. He was also a prior adjunct psychology instructor at East Los Angeles College and Los Angeles Pierce College.

In 2011, Dr. Cornner began teaching at USC Rossier School of Education in the Educational Counseling Program. He has had the privilege to engage five cohorts of Educational Counseling students in courses focused on ethics in high education and the community college system.

Dr. Roberta Espinoza, Vice Provost for Global-Local Initiatives

Ph.D in Sociology, University of California, Berkeley; B.A. Pomona College.

Dr. Espinoza previously served at Pitzer College as interim associate dean for global and local programs, as well as professor of sociology. In her prior roles, she developed numerous initiatives and programs that involved faculty and students in global/local themes and topics in curriculum, research, and community engagement. She formerly supervised the Global Local Mentorship Program, which introduces first-year students to immersive study abroad and local community engagement via mentors and advisers, as well as the Office of Fellowships and Scholarships, which supported 14 students who received Fulbright Fellowships in the 2016-2017 academic year. Dr. Espinoza is the author of several books and articles on diversity, inclusion, and access including *Pivotal Moments: How Educators Can Put All Students on the Path to College* (Harvard Education Press, 2011) and *Working-Class Minority Students' Routes to Higher Education* (Routledge, 2012). In 2016, Dr. Espinoza received the inaugural Claremont Colleges Diversity Teaching Award. In addition to teaching courses in sociology, Dr. Espinoza has also taught courses in Chicano Studies at three universities. In 2013, she received the Haynes Foundation Faculty Fellowship to support her project, "The Emerging Role of Nonprofit Organizations in Creating a Path to College for Low-income and Minority Students."

Dr. Fernando J. Guerra, Director of the Thomas and Dorothy Leavey Center for the Study of Los Angeles, Loyola Marymount University

Ph.D. in Political Science, University of Michigan; M.A. in Political Science, University of Michigan; B.A. in International Relations, with a University Certificate in Latin American Studies, University of Southern California.

Dr. Guerra served as Assistant to the President for Faculty Resources from 1992-96. He is a Professor of Political Science and Chicana/o Studies, and has served as Chairman of the Chicana/o Studies Department, Director of the American Cultures program, and Director of the Summer in Mexico program. He has been on the faculty at Loyola Marymount University since 1984. He has written numerous scholarly articles and has also contributed to popular publications. His area of scholarly work is in state and local governance and urban and ethnic politics. He is currently working on a book on the political empowerment of Latinos in California.

He has also served as a source for the mass media. He has been quoted in approximately 500 news stories by over twenty publications including The Los Angeles Times, The New York Times, The Washington Post, La Opinión, The Chicago Tribune, The Wall Street Journal, Time Magazine, Newsweek, Business Week, The Economist, and media outlets in Europe, Latin America, and Asia. He has appeared on CNN, NBC's Today Show, CBS Evening News with

Dan Rather, Fox National News, and numerous local television news/public affairs shows, including Life and Times, where he also served as an occasional co-host.

Dr. Guerra serves as a Gubernatorial appointee to the California Historical Resources Commission and previously served on the Blue Ribbon Committee on the Marine Life Protection Act. Locally, he served as a Mayoral appointee to the Board of Transportation Commission and on the Board of Rent Adjustment Commission for the City of Los Angeles. He has been an active member of professional organizations, such as the American Political Science Association, the Western Political Science Association, and the National Association for Chicano Studies. Dr. Guerra has delivered public lectures at Harvard University; Stanford University; University of California, Berkeley; University of Southern California; University of California, Los Angeles; and other universities.

Dr. Marki Hackett, Program Management Director, Center for Asian Business, Loyola Marymount University

Ed.D in Higher Education Leadership with an emphasis in International Education, California Lutheran University; M.A. in Educational Counseling, Loyola Marymount University; B.A. in Psychology, Loyola Marymount University.

Dr. Hackett is Assistant Director of the Center for Asian Business at Loyola Marymount University. She has worked with the Center since 2003 providing leadership and administering comprehensive international and interdisciplinary academic and co-curricular programs. She has extensive experience strategically managing faculty-led international business courses abroad and serves as a liaison for partnerships with Asian universities. Dr. Hackett is the Staff co-president for the Asian American Pacific Islander Faculty Staff Association at Loyola Marymount University and serves a mentor for first generation college students. In addition, she regularly serves as a judge the LMU Intramural Business Ethics Competition. Her doctoral research is on Supporting International Student Success: A Case Study of Student Persistence.

Dr. Daniel Jacobs, Clinical Associate Professor of Management, Loyola Marymount University

J.D., Duke University School of Law; M.Phil., Cambridge University; B.A., Middlebury College.

Dr. Daniel Jacobs has held numerous academic appointments, including as founding director of the first interdisciplinary graduate program in sustainability management in a U.S. business school -- that he led to a #1 national sustainability specialty ranking by Bloomberg Businessweek in 2013. His book, "BP Blowout: Inside the Gulf Oil Disaster," was published by Brookings Institution Press in 2016.

Professor Jacobs specializes in sustainability (including CSR), environmental law, business law, compliance, risk management, ethics, and negotiations (including mediation). He teaches, consults, and speaks on these subjects in the U.S. and abroad. He has appeared on BBC World News television, and repeatedly in the Wall Street Journal, Washington Post, Financial Times, and Guardian.

Jacobs joined full-time academia following distinguished public service in Washington, D.C. As an Office Director in the Trade Policy and Programs Office and Senior Negotiator in the Office of Investment Affairs, in the State Department's Economic, Energy, and Business Bureau, he led major diplomatic initiatives to advance a range of U.S. business interests. While serving in the State Department's Office of the Legal Adviser, he won an award for his work in international arbitration. As an award-winning Trial Attorney at the Justice Department, he was lead counsel in high-profile environmental and civil rights cases.

Dr. Benwari Kedia, Director, Wang Center for International Business Education and Research, Professor of Management, University of Memphis

Ph.D., Case-Western Reserve University; M.B.A., Atlanta University; LL.B., University of Bombay; B.Com., University of Rajasthan.

Prior to coming to Memphis in 1989, Dr. Kedia taught international business and management at Texas Tech University (1975-78) and at Louisiana State University (1978-89), where he also served as Director of the Division for Business Research and Chairman of the Department of Management. He was a Visiting Scholar at the University of Strasbourg (France, 2002), the Unilever Chair Visiting Professor at the Indian Institute of Foreign Trade, New Delhi, India (1999), a Distinguished Visiting Fellow at the State University of New York, Plattsburgh (1998), a Distinguished Visiting Scholar at Nankai University (China, 1996), Gambrinus Fellow at the University of Dortmund (Germany, 1994) and a Visiting Professor at the Czech Management Center (1992).

His teaching and research interests include International Business Strategy and Cross-Cultural and Comparative Management. Professor Kedia's research has been published in the *Academy of Management Review*, *Organization Science*, *Journal of Management Studies*, *Journal of World Business*, *Journal of Teaching in International Business*, *International Business Review*, *European Management Journal*, *The International Executive*, *Business and the Contemporary World*, *International Marketing Review*, *Journal of High Technology Management Research*, *Columbia Journal of World Business*, *Management International Review*, *California Management Review*, *Personnel Psychology*, and others. In addition, he has contributed several chapters to leading research and textbooks.

Dr. Kedia has served as Division Chair, Program Chair, and Doctoral Consortium Chair of the International Management Division of the Academy of Management. He also served as Program Chair, Vice President and President of the Academy of International Business-U.S. Southwest, and as President and Member of the Executive Committee of the CIBER Association. He is an active member of the Academy of Management, the Academy of International Business, and the CIBER Association.

In addition to his academic and administrative responsibilities, he has served as a consultant and provided executive training for Federal Express, Smith & Nephew, Citibank, Morgan Guaranty Trust Company, American Cyanamid, and Entech Systems.

Dr. Kedia is the recipient of over \$10 million in grants and contracts, including major grants from the U.S. Department of Education designating The University of Memphis as a national resource Center for International Business Education and Research (CIBER). He has traveled extensively around the globe, sponsoring and directing study-abroad programs in international business in the United Kingdom, Germany, France, Belgium, the Netherlands, Denmark, Norway, Sweden, former Soviet Union, Japan, Peoples' Republic of China, Hong Kong, Argentina, Brazil, and Chile. He has also presented papers and/or seminars in Mexico, Canada, Austria, Hungary, the Czech and Slovak Republics, Poland, India, Singapore, Thailand, Malaysia, and Australia.

Dr. Yongsun Paik, Director, Center for Asian Business, Professor of International Business and Management, Loyola Marymount University

Ph.D. in International Business, University of Washington,; M.A., Latin American Studies, University of Texas at Austin,; B.A., Yonsei University.

Dr. Yongsun Paik is Director of Center for Asian Business and a Professor of International Business and Management at Loyola Marymount University (LMU) in Los Angeles, California. Dr. Paik has taught international business and management courses at LMU since 1991. He was a Fulbright scholar in 2006 and is currently placed on Fulbright Senior Specialist list. He holds a Ph.D. degree in International Business from University of Washington, Seattle, Washington. Dr. Paik also taught at University of Washington, Thunderbird School of Global Management, Yonsei University and Sogang University in Korea as a visiting scholar. He served as a country economist at the Export-Import Bank of Korea and as a researcher at the Ministry of Finance between 1979 and 1984 after graduating from Yonsei University in Seoul, Korea with a B.A. degree in Economics in 1978.

His primary research interests focus on international human resource management, global strategic alliances, and Asian Pacific business studies. He is coauthor of three books, "Global Business: Connecting Theory to Reality," "Managing a Global Workforce: Challenges and Opportunities in International Human Resource Management," and "Changing Face of Korean Management" and published more than 50 articles in major international business and management journals. His articles appear in such journals as Journal of International Business Studies, Journal of World Business, Management International Review, Journal of International Management, International Journal of Human Resource Management, Academy of Management Executive, Academy of Management Learning and Education, Journal of Business Ethics, Human Resource Management Journal, Business Horizons, Journal of Management Inquiry among others. Dr. Paik is the former President of Association of Korean Management Scholars (AKMS) and is an editorial board member of Journal of World Business, Thunderbird International Business Review, and International Studies of Management and Organization.

Dr. Thomas Poon, Executive Vice President and Provost, Loyola Marymount University

Ph.D in Chemistry, University of California, Los Angeles; B.S., Fairfield University.

Dr. Thomas Poon previously served at Pitzer College in many senior leadership positions, including interim president, acting president, and senior associate dean of faculty. He was a professor of chemistry and held tenured faculty positions at Pitzer College, Claremont McKenna College, and Scripps College, allowing him to interact with students, faculty, staff, and administrators at all three institutions. He has been a visiting scholar and assistant professor at Columbia University and was an assistant professor of chemistry at Randolph-Macon College.

He has written numerous peer-reviewed articles, including many with undergraduate co-authors. His collaborative research and analyses on the American sweetgum tree, for example, have been referenced in academic publications and extensively reported by the news media. Poon has contributed chapters and co-authored books on pedagogy and chemistry, and he is currently working on a book titled “Changing Your Narrative to Tell Your First Generation Success Story.” He has received multiple grants from the National Science Foundation to investigate topics ranging from his S-STEM work in the molecular sciences, the acquisition of a nuclear magnetic resonance instrument to support teaching and research, and other projects aimed at integrating the sciences into curricula. He pioneered textbook methodologies and created hybrid-learning approaches that have been adopted by other authors and have become prevalent in teaching chemistry. His OCHEM educational website has been highlighted in the journal *Science* and has helped college students learn organic chemistry since 1999.

Additionally, Poon has supported, developed, and led a broad range of academic and social justice initiatives in his higher education career. Highlights include his work in study abroad, including the establishment of an exchange program in Bhutan; the development of hybrid programs in Vietnam and Brazil; the enhancement of a tropical field station in Costa Rica; and the reopening of a program in Nepal just eight months after two devastating earthquakes. He also expanded mentorship resources for first-year students and provided opportunities for incarcerated men to earn college course credits through a partnership with the California Rehabilitation Center.

Dr. Jennifer M. Ramos, Director of International Relations, Associate Professor of Political Science, and Director of Peace and Justice Studies, Loyola Marymount University

Ph.D. in Political Science, University of California, Davis; M.A. in International Relations, San Francisco State University; B.A. in International Relations and German, University of California, Davis.

Dr. Ramos is Associate Professor and Associate Chair of Political Science at Loyola Marymount University. Her research focuses on understanding the causes and consequences of political change, with an emphasis on the role of ideas, norms, and identity. In addition, she specializes in US public opinion and foreign policy. Her current research interests include religion and foreign policy preferences, drone warfare, and the preventive use of force.

Professor Ramos' latest work is an edited volume, *Preventive Force: Drones, Targeted Killing and the Transformation of Contemporary Warfare* (NYU Press, July 2016), with Kerstin Fisk. Her previous books include *Changing Norms through Actions: The Evolution of Sovereignty* (Oxford UP, 2013) and an edited volume, *iPolitics: Citizens, Elections and Governing in the New Media Era* (Cambridge UP, 2012) with Richard L. Fox. Her other scholarly work has

appeared in Journal of Politics, Public Opinion Quarterly, Journal of Political Ideologies, Human Rights Review, and International Studies Perspectives.

With a passion for international relations, she has lived, worked, researched and studied in a number of countries, including The Netherlands, Austria, France, Germany, and Mexico. Her recent experiential learning courses include immersion trips to the United Nations in New York to study human rights, and to Belfast, Northern Ireland to examine the process of peace and reconciliation.

Dr. Andrew Rohm, Professor of Marketing, Co-Director, M-School, Loyola Marymount University

Ph.D. in Marketing, University of Massachusetts, Amherst; B.S. in Aerospace Engineering, University of Michigan.

Prior to coming to LMU, Dr. Andrew Rohm was Associate Professor at Northeastern University in Boston and spent the 2007-2008 academic year as a visiting professor at Maastricht University in the Netherlands.

His research examines consumer usage and acceptance of new media as well as firms' use of online (e.g., social media, mobile) marketing strategies. Professor Rohm has published in scholarly and managerial publications such as the Journal of Marketing, Journal of Interactive Marketing, Journal of Advertising, Journal of Consumer Behavior, and MIT's Sloan Management Review (among others) and is co-author of two books: 1) Herding Cats: A Strategic Approach to Social Media Marketing, and 2) Doing Business in the United States: A Market Entry Guide, both published by Business Experts Press. In addition to being active in research, he is also co-founder and co-director of LMU's M-School initiative, a transformative and immersive undergraduate program focusing on the marketing, branding, and advertising industries, and has developed several courses for the M-School curriculum, including courses in adaptive media and analytics, cross-platform content creation, and brand leadership. Professor Rohm is the recipient of the 2015 LMU Fritz B. Burns Distinguished Teaching Award for teaching excellence.

Ms. Jasmin Sakai-Gonzalez, Director, Center for Global Trade and Foreign Investment

Executive Certificate in Global Marketing, Thunderbird School of Global Management; B.A. Psychology, California State Polytechnic University in Pomona.

Ms. Jasmin Sakai-Gonzalez serves as Director for the Center for Global Trade and Foreign Direct Investment at the Los Angeles Area Chamber of Commerce. She is responsible for developing and implementing over 30 annual international trade projects to advance global trade in the region, help local businesses build international relationships and create employment and economic growth by fostering trade and investment in the Los Angeles Metropolitan area. She also serves as liaison between foreign diplomats, trade organizations, and key partners, including government & business agencies at the local, state, and federal levels.

In addition, Sakai-Gonzalez serves as Director of the World Trade Week Southern California initiative, an annual program that dedicates itself to educating the public on the importance and benefits of global trade on the local and national economy through a series of educational programs and signature events. Activities include a large annual kickoff conference each May, college and high school scholarships, high school student and career counselor workshops, as well as briefings for civic and business leaders interested in benefiting from the global economy.

Dr. Dayle Smith, Dean, College of Business Administration, Loyola Marymount University

Ph.D. in Organizational Communication, University of Southern California; M.A. in Organizational Communication, University of Southern California; B.A. in Communication Studies, University of Texas, Arlington.

Dayle M. Smith, Ph.D., recently joined LMU on June 1, 2018, from Clarkson University in upstate New York, where she served as dean of the David D. Reh School of Business and tenured professor of consumer and organizational studies, holding the Elmer Gates Endowed Professorship for Innovation Culture. In her last five years at Clarkson, Smith was instrumental in growing a diverse faculty; developing new programs; merging two business schools; fundraising for student start-up funds, two new endowed faculty chairs, and the naming of the school. She successfully led the school through AACSB, ABET, CAHME, and Middle States accreditations. Smith also co-leads the design and development of a boundary-spanning innovation hub and an innovation initiative at Clarkson with the dean of engineering. She was recently accepted into the international collaborative of deans and directors named to the Globally Responsible Leadership Institute (GRLI) to engage in dialogue and joint initiatives developing leadership and business practices worldwide. Last May, Smith was elected chair of the Women Administrators in Management Education (WAME) Affinity Group at the AACSB, comprised of more than 600 business education leaders. She has been active in service learning in an academic environment, receiving numerous awards for her work in curriculum design and leading university-wide service learning curriculum initiatives.

Dr. Charles M. Vance, Director of Talent Management Center, Chair of Management, Loyola Marymount University

Ph.D. in Instructional Design, Development, and Evaluation, Syracuse University; M.O.B., Brigham Young University; B.S., Brigham Young University.

Dr. Charles M. Vance has been very active at Loyola Marymount in designing and conducting customized training programs for managers, executives, and other professionals. He has had considerable experience as a consultant in North and South America, Asia, and Europe in training design, management development and coaching, and broader human resource and organization development applications (e.g., leadership, effective communication skills, creativity and innovation management, knowledge management, organization change and development, performance management, international human resource management, and organizational learning systems design). Vance is the author of over 90 scholarly publications and three books, including *Smart Talent Management: Building Knowledge Assets for*

Competitive Advantage (Edward Elgar Publishing), Mastering Management Education (Sage Publications), and Managing a Global Workforce, 3rd edition (Routledge).

Vance's past consulting activity with numerous different large and small organizations in the U.S. and abroad has included such clients as FedEx, Samsung, Texaco, Mattel, Boeing, Northrop-Grumman, Los Angeles Times, Los Angeles Archdiocese, the Affinity Group, U.S. Department of Labor, Air Louvers & Samson Industries, American Management Association, Syracuse Savings Bank, Mead Corporation, ARCO, Dermalogica, Borg Warner Corporation, Harvard University, Marketing Science Institute, University of Southern California, the Catholic University of Uruguay, Fresenius Kabi, Communications Engineering Limited of Hong Kong, and the Academy for International Education of Bonn, Germany. He has conducted courses and special presentations for the China-Europe International Business School (CEIBS), Beijing International MBA (BIMBA), Xiamen University, Sun Yat-Sen University (Guangzhou), Assumption University (ABAC) in Bangkok, Aarhus School of Business (Denmark), and Management Center Innsbruck (MCI) in Austria.

Dr. Robert D. Winsor, Professor of Marketing, Loyola Marymount University

Ph.D in Marketing Management, University of Southern California; B.A. in Marketing, Claremont McKenna College; B.A., University of La Verne.

Dr. Robert Winsor has published in the top journals in the Marketing, Management, and Entrepreneurship fields, including the Journal of Marketing, Journal of Business Ethics, Family Business Review, Journal of Business Venturing, Journal of Small Business Management, Journal of Business Research, Marketing Theory, and the Journal of Marketing Theory and Practice.

Dr. Winsor has business experience in a number of wholesaling and retail industries, and has done consulting for a wide variety of businesses. He has held teaching positions at the University of Southern California, the University of California Los Angeles, the University of Alabama, and Loyola Marymount University, where he has been a professor of marketing since 1991. Professor Winsor has been honored with a wide variety of teaching and research awards, and has been identified as one of the Top 300 professors in the U.S. by the Princeton Review.

Dr. Anatoly Zhuplev, Professor of International Business and Entrepreneurship, Loyola Marymount University

Ph.D. in Management, Moscow Management Institute; B.S. in Economics, Moscow Engineering-Economics Institute.

Dr. Anatoly Zhuplev is a professor of international business and entrepreneurship at Loyola Marymount University (Los Angeles, California) and former editor-in-chief at the Journal of East West Business (2011-2013). He taught for ten years at the Moscow Management Institute, and subsequently at the Advanced Training Institute of the State Committee for Printing and Publishing in Moscow; in Bonn, Germany in 1994, 1998, 2009; in Warsaw, Poland (as a Fulbright scholar) in 2005; in Paris, France in 2004-2007, and at Northeastern University in Boston, Massachusetts in 1989-1990. His books, book chapters, and articles on International

Management, International Entrepreneurship, International Business, European Energy Security, Corporate Governance, Disruptive Innovations, and Doing Business in the U.S.A. (around 100 overall) have been published in the U.S., Canada, Western Europe, Russia, and the former USSR. Anatoly Zhuplev is a current member of the Trade Week Committee and the Global Council under the Los Angeles Area Chamber of Commerce. He received his PhD from the Moscow Management Institute, Russia, in 1981, and his BS from the Moscow Engineer-Economics Institute in 1974.

LMU CIBE Programs and Activities by Theme

Themes	Teach	Research	Outreach
Theme 1: Innovative Global Marketing	<ul style="list-style-type: none"> • Marketing for Good Project (E) • Adaptive Media and Analytics Course and Campaign Optimization Project (E) • Creative Shoot Out Content Creation Project (E) • Brand Planning and Strategy Client-Based Project (E) • Global Imagination Study Abroad course (N) 	<ul style="list-style-type: none"> • Digital-First Curriculum Development (E) • M-School Annual Advertising Industry Talent Study (N) • Global research initiative examining firms' new media strategies and consumer acceptance (e.g., interactive marketing, privacy implications) (N) 	<ul style="list-style-type: none"> • The Team One (global advertising agency) Apprenticeship program (E) • Global Imagination Study Abroad course and collaboration with AIB in Bonn, Germany (N) • Outreach efforts with global advertising agencies Ogilvy 360, 180 Amsterdam and AKQA Amsterdam (N)
Theme 2: Global Talent Development and Foreign Business Languages Education	<ul style="list-style-type: none"> • Building Global Career Competence Course • Cross-cultural Leadership Course • Summer International Business Program in Barcelona, Spain (E) • D.K. Kim Lecture and Movie Series (E) • Exploring Asian Culture Course (E) • Comparative Management Systems (CMS) course (MBA) (E) • Environment of Business in EU course (MBA) (E) • Fr. John Daly Summer Scholarships for Korean Language and Culture Study (E) • Business Language and culture course offerings (N) • AMCHAM International Entrepreneurship Program (N) 	<ul style="list-style-type: none"> • Crimson Lion Consulting Group Research (E) • M-School Annual Talent Study(N) • Faculty research on global talent management: Expatripreneurs (N) 	<ul style="list-style-type: none"> • Talent Management Center (TMC) Professional Development Programs (PDP): customized training programs with local and foreign companies (E) • HR Professionals Mixer and Business Exchange program (E) • Crimson Lion Consulting Group (E) • LM-UMATCH (E) • D.K. Kim Lecture and Movie Series (E) • LACCD Consulting Project (N) • Global Talent Management Conference (N)

Theme 3: International Entrepreneurship	<ul style="list-style-type: none"> • Fred Kiesner Entrepreneurship Lecture series (E) • D.K. Kim Lecture Series (E) • International Entrepreneurship course (E) • Cultivating Stakeholders Course (E) • Technology Fundamentals, Trends, and Opportunities (N) • AMCHAM International Entrepreneurship Program (N) 	<ul style="list-style-type: none"> • CAB Summer Faculty Research Grants (E) • International trade assistance research in collaboration with LA Chamber of Commerce (N) • Faculty Research on Expatpreneuers (N) 	<ul style="list-style-type: none"> • Fred Kiesner Entrepreneurship Lecture series (E) • Business Exchange program (TMC) (E) • Technology Fundamentals, Trends, and Opportunities (N) • Global Tech Summit (N) • LA Chamber of Commerce and Port of LA to increase SME's international trade (N)
Theme 4: Global Sustainability and Business Ethics	<ul style="list-style-type: none"> • Global Sustainability Course (E) • Business & Social Responsibility Global Economy Course (E) • Dreier Chair in Accounting Ethics Distinguished Speaker Series (E) 	<ul style="list-style-type: none"> • Students Case Study: International Business Ethics Case Competition (IBECC) (E) • IBES Faculty/Student research grant program to study sustainability of LA Port and LAX(N) • Faculty research on global sustainability (N) 	<ul style="list-style-type: none"> • Earth Week Series (IBES) (E) • Institute for Business Ethics and Sustainability (IBES) Symposium (N) • Global Sustainability Conference (N)

(E) = Existing Program

(N) = New Program

LMU CIBE Performance Measure Form

1. Project Goal Statement: Increase international business/area studies at LMU									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Increase number of students enrolled in international experiential learning courses by 10%	A.1 Number of courses with international business focus A.2 Develop business language and culture courses A.3 Recruit students for international programs	• Number of international experiential learning courses offered • Number of students enrolled in business language and culture courses offered • Number of students who participated in international programs							

1. Project Goal Statement: Increase outreach to business community									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Increase SME's global business knowledge on international trade and talent development	A.1 Partner on annual Global Tech Summit A.2 Business exchange programs with local firms to meet talent development needs A.3 Collaborate with professional organizations such as the L.A. area Chamber of Commerce and Port of LA	• Number of participants at Global Tech Summit • Number of participants utilizing LMU TMC 's services • Number of collaboration projects with professional organizations							

LMU CIBE Performance Measure Form

1. Project Goal Statement: Expand employment opportunities for international business students									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Increase number of study abroad courses and internships for students	A.1 Develop partnerships with businesses through collaboration with AMCHAM or other professional organizations and offer internship	• Number of collaborations for international internship program							
	A.2 Global internships	• Number of students participating in global internships							
	A.3 Global Talent Conference	• Number of participants attending Global Talent Conference and willing to offer internship							
B) Increase number of students interested in pursuing a career in international business	B.1 A longitudinal study to assess program impact on careers	• Survey to demonstrate increased student interest in international business							
	B.2 Track and expand student career advisement in international business	• Number of students receiving career advisement in international business							
	B.3 Track student's cross-cultural awareness and competencies needs for international competitiveness	• Survey to measure students cross-cultural intelligence							

LMU CIBE Performance Measure Form

1. Project Goal Statement: Increase faculty and student research publications									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) Increase faculty research on international business	A.1 Establish and fund new grant opportunities on international business A.2 Recruit faculty to do research on international business topics A3. Increase faculty and student research partnerships	<ul style="list-style-type: none"> • Number of faculty research grants awarded • Number of faculty research published and/or number conference presentations • Number of student research published, number of student participants in IBECC, and/or number of conference presentations 							

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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To add more Budget Narrative attachments, please use the attachment buttons below.

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LMU CIBE BUDGET NARRATIVE

LMU is committed to matching the non-federal share of the LMU CIBE program and activities. The LMU CIBE will be established and supported with the university's critical resources and LMU is confident all activities are carefully calculated to ensure cost efficiency. The matching LMU contributions come in the form of cash and in-kind, including operating budget for personnel, fringe benefits, facilities, equipment and supplies. The institutional contributions can be seen in the detailed budget summary (please refer to supplemental materials) for the four-year grant cycle). Costs for newly proposed programs are based on current market rates for equivalent existing programs LMU provides. The budget is structured on the Standard Budget Sheet ED 524. Costs are related to the proposed activities and indirect costs are limited to 8%.

A. Personnel (\$530,129 CIBE, \$631,825 LMU)

Project Investigator Yongsun Paik will be responsible for the overall management, supervision, fiscal administration, effectiveness and sustainability of the Program. We request 25% summer salary (2 summer person-months) on his 9-month academic contract. LMU will cost share 12.5% academic salary (1.13 academic person-months) in Years 1 and 2 of the project and 25% academic salary (2.25 academic person-months) in Years 3 and 4 of the project.

Program Management Director will be responsible for overseeing CIBE program operations, coordination of international business study abroad programs and global internships, CIBE budget management, and grant reporting. We request 20% FTE of salary (2.4 calendar person-months) on a 12-month contract. LMU will cost share 80% FTE of salary (9.6 calendar person-months).

Community Outreach/Language Area Director Anatoly Zhuplev will be responsible for communicating with the business community and developing collaborative programs with local

and international business associations to help increase U.S. trade and attract foreign direct investment (FDI). We request 8% summer salary (0.72 summer person-months) on his 9-month academic contract. LMU will cost share 10% summer salary (0.9 summer person-months) in Years 2 – 4 of the project.

Teaching/Curriculum Development Area Director Robert Winsor will be responsible for curriculum development as well as training on issues of importance to U.S. competitiveness and global talent management. We request 8% summer salary (0.72 summer person-months) on his 9-month academic contract. LMU will cost share 10% summer salary (0.9 summer person-months) in Years 2 – 4 of the project.

Research Area Director Dong Chen will be responsible for overseeing the research activities of LMU CIBE. We request 8% summer salary (0.72 summer person-months) on his 9-month academic contract. LMU will cost share 10% summer salary (0.9 summer person-months) in Years 2 – 4 of the project.

We request Faculty Research Stipends for three LMU faculty members (\$5,000 each) to conduct research on global sustainability, global talent management, global new media strategies, international trade assistance research in collaboration with L.A. Area Chamber of Commerce, and other research related to LMU CIBE themes.

A part-time Administrative Assistant will provide administrative support to the CIBE, Advisory Committee, and the Management Team. We request 50% of salary on a 12-month contract. LMU will cost share 50% of salary on a 12-month contract.

An adjunct Business Language faculty member will teach a business communication language course.

2. Fringe Benefits (\$147,906 CIBE, \$176,279 LMU)

LMU's current fringe benefit rate is 27.9% for all personnel (excluding students).

3. Travel (\$60,000 CIBE)

Travel for professional staff is budgeted at \$60,000 with costs calculated for per diem, airfare, registration, ground transportation, and lodging. Funds are requested for the Principal Investigator to travel once internationally and twice domestically each year of the project. The travel funds will support PI travel necessary to meet with research collaborators. It also includes CIBE administrators' travel to attend annual directors' meetings and other meetings related to CIBE activities (e.g. Academy of International Business, Consortium for Undergraduate International Business Education).

The Program Management Director will attend international education conferences each year of the project to stay abreast of international education trends. Additionally, the funds will support the travel expenses necessary for the Program Management Director to meet with overseas partners to arrange internships and to conduct experiential learning courses overseas.

Funds are requested to support travel for LMU faculty to conduct necessary CIBE work, especially the Area Directors.

4. Equipment (\$0)

No equipment funding is requested.

5. Supplies (\$0)

No supply funding is requested.

6. Contractual (\$0)

No contractual funding is requested.

7. Construction (\$0)

No construction funding is requested.

8. Other (\$268,000 CIBE, \$135,400 LMU)

Program Evaluator

We request funding at \$2,000 per year for an independent project evaluator. The evaluator will work with key project personnel to oversee the evaluation plan. The evaluator will also provide technical support and expertise to the project to demonstrate its progress toward achieving stated goals and objectives.

Subaward: Los Angeles Community College District

The subaward funding at \$20,000 per year to the Los Angeles Community College District (LACCD) will support the development of international business curricula among nine community colleges in the Los Angeles district.

Community Outreach

We request \$10,000 per year to sponsor community outreach activities that help Small to Medium-Sized Enterprises (SMEs), particularly startup tech companies in Silicon Beach, to increase exports, such as sponsoring the Global Tech Summit.

Global Sustainability Conference

Funds for event production total \$5,000 each year for two Global Sustainability Conferences. The conferences will take place in AY 2018-2019 and AY 2020-2021.

Global Talent Management Conference

Funds for event production total \$5,000 each year for two Global Talent Management Conferences. The conferences will take place in AY 2019-2020 and AY 2021-2022.

Global Internship Program

Funds for the Global Internship Program (\$10,000 each year of the project) will support student scholarships for global internships.

Talent Management Center (TMC) Business Outreach

Funds for event production total \$5,000 each year for HR Society's Distinguished professional speaker event and external outreach for Talent Management Center events.

Global Imagination Study Abroad Course

Funds for the Global Imagination Study Abroad Course at \$15,000 each year of the project will support student scholarships.

Additional Non Federal (Cost Sharing)

Faculty Research Grants

LMU will cost share three faculty research grants at \$5,000 each in Years 3 and 4.

Summer Scholarships to Korea (language and culture program)

LMU will cost share approximately two or three student scholarships to Korea, including tuition, airfare and accommodations, in Years 3 and 4.

Global Sustainability Course

LMU will cost share a stipend and the travel expenses at \$9,700 per year in Years 3 and 4.

Exploring Asian Culture Course

LMU will cost share a stipend and the travel expenses at \$13,000 per year in Years 3 and 4.

DK Kim Lecture and Movie Series

LMU will cost share four international lectures and four movie screenings at \$20,000 per year in Years 3 and 4.

9. Total Direct Costs - lines 1-8 (\$1,006,035, \$943,504 LMU)

10. Indirect Costs (\$68,083 CIBE, \$75,480 LMU)

Calculated at 8% MTDC. The base excludes equipment, capital expenditures, tuition remission, rental costs of off-site facilities, scholarships, fellowships, as well as the portion of subgrant and subcontracts in excess of \$25,000.

11. Training Stipends (\$0)

No training stipends funding is requested.

12. Total Costs (lines 9-11) (\$1,074,117 CIBE, \$1,018,984 LMU)